



# Revised National Curriculum Statement Grades R-9 (Schools)

## Arts and Culture



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This document must be read as part of the Revised National Curriculum Statement Grades R-9 (Schools).

This Revised National Curriculum Statement Grades R-9 (Schools) includes:

1. An Overview
2. Eight Learning Area Statements:
  - Languages
  - Mathematics
  - Natural Sciences
  - Social Sciences
  - Arts and Culture
  - Life Orientation
  - Economic and Management Sciences
  - Technology

## HOW TO USE THIS BOOK

- For general information see:
  - *Introducing the National Curriculum Statement in Chapter 1* - This will provide information on Outcomes-based Education, the Revised Curriculum Statement for Grades R-9 (Schools), and Learning Programmes.
  - *Introducing the Learning Area in Chapter 1* - This will provide an introduction to the Learning Area Statement including its features, scope and Learning Outcomes.
  - *Learner Assessment* - This chapter provides guidelines to assessment principles in Outcomes-based Education, discusses continuous assessment, and provides examples of record-keeping.
  - The *Reference Lists* provide both a general Curriculum and Assessment Glossary and a specific Learning Area Glossary.
  
- The body of this book is divided into several chapters. There is one chapter for each of the Phases of the General Education and Training Band - Foundation Phase, Intermediate Phase, Senior Phase. Each of these chapters has a brief introductory section, followed by the Assessment Standards for the Phase. There is also a chapter on Learner Assessment.
  
- The Assessment Standards for each Phase are presented in a way that makes it possible to track progression. That is, similar Assessment Standards for each grade are lined up with each other so that the teacher will be able to compare progression over the years. This results in some blank spaces, as not every Assessment Standard has its match in every grade.
  
- Certain symbols are used throughout this book to guide the reader in finding the information she or he is looking for. These symbols are:



Assessment Standard



Grade



Learning Outcome

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# CHAPTER 1

## INTRODUCTION

### INTRODUCING THE NATIONAL CURRICULUM STATEMENT

The Constitution of the Republic of South Africa (Act 108 of 1996) provides the basis for curriculum transformation and development in South Africa. The Preamble to the Constitution states that the aims of the Constitution are to:

- heal the divisions of the past and establish a society based on democratic values, social justice and fundamental human rights;
- improve the quality of life of all citizens and free the potential of each person;
- lay the foundations for a democratic and open society in which government is based on the will of the people and every citizen is equally protected by law; and
- build a united and democratic South Africa able to take its rightful place as a sovereign state in the family of nations.

Education and the curriculum have an important role to play in realising these aims. The curriculum aims to develop the full potential of each learner as a citizen of a democratic South Africa.

### Outcomes-based Education

Outcomes-based education forms the foundation of the curriculum in South Africa. It strives to enable all learners to achieve to their maximum ability. This it does by setting the outcomes to be achieved at the end of the process. The outcomes encourage a learner-centred and activity-based approach to education. The Revised National Curriculum Statement builds its Learning Outcomes for the General Education and Training Band for Grades R-9 (for schools) on the critical and developmental outcomes that were inspired by the Constitution and developed in a democratic process.

The critical outcomes envisage learners who are able to:

- identify and solve problems and make decisions using critical and creative thinking;
- work effectively with others as members of a team, group, organisation and community;
- organise and manage themselves and their activities responsibly and effectively;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and/or language skills in various modes;
- use science and technology effectively and critically, showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

The developmental outcomes envisage learners who are also able to:

- reflect on and explore a variety of strategies to learn more effectively;
- participate as responsible citizens in the life of local, national, and global communities;
- be culturally and aesthetically sensitive across a range of social contexts;
- explore education and career opportunities; and
- develop entrepreneurial opportunities.

Issues such as poverty, inequality, race, gender, age, disability and challenges such as HIV/AIDS all influence the degree and way in which learners can participate in schooling. The Revised National Curriculum Statement Grades R-9 (Schools) adopts an inclusive approach by specifying the minimum requirements for all learners. All the Learning Area Statements try to create an awareness of the relationship between social justice, human rights, a healthy environment and inclusivity. Learners are also encouraged to develop knowledge and understanding of the rich diversity of this country, including the cultural, religious and ethnic components of this diversity.

## Revised National Curriculum Statement: Learning Area Statements

The Revised National Curriculum Statement Grades R-9 (Schools) consists of an Overview and eight Learning Area Statements for:

- Languages;
- Mathematics;
- Natural Sciences;
- Social Sciences;
- Arts and Culture;
- Life Orientation;
- Economic and Management Sciences; and
- Technology.

Each Learning Area Statement identifies the main Learning Outcomes to be achieved by the end of Grade 9. Each Learning Area Statement also specifies the Assessment Standards that will enable the Learning Outcomes to be achieved. Assessment Standards are defined for each grade and describe the depth and breadth of what learners should know and be able to do. Each Learning Area Statement's Assessment Standards show how conceptual and skill development can take place over time. Assessment Standards can be integrated within grades as well as across grades. The achievement of an optimal relationship between integration across Learning Areas (where necessary and educationally sound), and conceptual progression from grade to grade, are central to this curriculum.

## Revised National Curriculum Statement: Learning Programmes

The Revised National Curriculum Statement is aimed at promoting commitment as well as competence among teachers, who will be responsible for the development of their own Learning Programmes. In order to support this process, the Department of Education will provide policy guidelines based on each Learning Area Statement. Provinces will develop further guidelines where necessary in order to accommodate diversity.

The underlying principles and values of the Revised National Curriculum Statement Learning Area Statements underpin the Learning Programmes. Whereas the Learning Areas stipulate the concepts, skills and values to be achieved on a grade by grade basis, Learning Programmes specify the scope of learning and assessment activities for each phase. Learning Programmes also contain work schedules that provide the pace and sequence of these activities each year, as well as exemplars of lesson plans to be implemented in any given period.

In the Foundation Phase, there are three Learning Programmes: Literacy, Numeracy and Life Skills. In the Intermediate Phase, Languages and Mathematics are distinct Learning Programmes. Learning Programmes must ensure that the prescribed outcomes for each learning area are covered effectively and comprehensively. Schools may decide on the number and nature of other Learning Programmes in the Intermediate Phase based on the organisational imperatives of the school, provided that the national priorities and developmental needs of learners in a phase are taken into account. In the Senior Phase, there are eight Learning Programmes based on the Learning Area Statements. Time allocations for each Learning Area are prescribed for all Grades and Phases.

### Time Allocations

In terms of Section 4 of the Employment of Educators Act, (1998), the formal school day for teachers will be seven hours. In terms of the National Education Policy Act, (1996), the formal teaching time per school week is 35 hours. This is set out in:

- (i) Overview Document ISBN 1-919917-08-X, pages 17 & 18.
- (ii) Government Gazette No. 23406, Vol. 443, May 2002, pages 26 & 27

### Assessment

Each Learning Area Statement includes a detailed section on assessment. An outcomes-based framework uses assessment methods that are able to accommodate divergent contextual factors. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply skills. Assessment should also help students to make judgments about their own performance, set goals for progress and provoke further learning.

### The Kind of Teacher that is Envisaged

All teachers and other educators are key contributors to the transformation of education in South Africa. This Revised National Curriculum Statement Grades R-9 (Schools) envisions teachers who are qualified, competent, dedicated and caring. They will be able to fulfil the various roles outlined in the Norms and Standards for Educators. These include being mediators of learning, interpreters and designers of Learning Programmes and materials, leaders, administrators and managers, scholars, researchers and lifelong learners, community members, citizens and pastors, assessors and Learning Area or Phase specialists.

### The Kind of Learner that is Envisaged

The promotion of values is important not only for the sake of personal development, but also to ensure that a national South African identity is built on values very different from those that underpinned apartheid education. The kind of learner that is envisaged is one who will be inspired by these values, and who will act in the interests of a society based on respect for democracy, equality, human dignity, life and social justice. The curriculum seeks to create a lifelong learner who is confident and independent, literate, numerate, multi-skilled, compassionate, with a respect for the environment and the ability to participate in society as a critical and

active citizen.

## INTRODUCING THE ARTS AND CULTURE LEARNING AREA

### Definition

The Arts and Culture Learning Area covers a broad spectrum of South African art and cultural practices. The areas of Arts and Culture are an integral part of life, embracing the spiritual, material, intellectual and emotional aspects of human endeavour within society.

Culture expresses itself through the Arts and through lifestyles, behaviour patterns, heritage, knowledge and belief systems. Cultures are not static - they have histories and contexts, and they change, especially when in contact with other cultures.

The approach towards culture in this Learning Area Statement encourages learners to:

- move from being passive inheritors of culture to being active participants in it;
- reflect creatively on art, performances and cultural events;
- identify the connections between artworks and culture;
- understand the geographical, economic, social and gendered contexts in which Arts and Culture emerge;
- identify the links between cultural practice, power and cultural dominance;
- analyse the effects of time on culture and the Arts; and
- understand how the Arts express, extend and challenge culture in unique ways.

The approach towards the Arts in this Learning Area Statement moves from a broad experience involving several art forms within diverse cultural contexts, towards increasing depth of knowledge and skill by Grades 8 and 9. There is recognition of both the integrity of discrete art forms and the value of integrated learning experiences. The Learning Area Statement strives towards creating a balance between developing generic knowledge about Arts and Culture, and developing specific knowledge and skills in each of the art forms.

### Purpose

The main purpose of this Learning Area is to provide a general education in Arts and Culture for all learners.

The intention of the Arts and Culture Learning Area is to:

- provide exposure and experience for learners in Dance, Drama, Music, Visual Arts, Craft, Design, Media and Communication, Arts Management, Arts Technology and Heritage;
- develop creative and innovative individuals as responsible citizens, in line with the values of democracy according to the Constitution of South Africa;
- provide access to Arts and Culture education for all learners as part of redressing historical imbalances;
- develop an awareness of national culture to promote nation-building;
- establish, develop and promote the creativity of South Africans as a rich and productive resource;
- provide opportunities to develop usable skills, knowledge, attitudes and values in Arts and Culture that can prepare learners for life, living, and lifelong learning; and
- develop an understanding of the Arts as symbolic language.

The Arts and Culture Learning Area Statement aims to cover equally:

- a variety of African and other classical Arts and Culture practices - this will expose learners to the integrity of existing traditions and conventions; and
- innovative, emergent Arts and Culture practices - this will open up avenues for learners to develop inclusive, original, contemporary, South African cultural expression, and to engage with trends from the rest of the world.

Arts and Culture contributes to a holistic education for all learners. This is achieved through the creation of opportunities for learners to:

- develop a healthy self-concept (how learners see themselves);
- work collaboratively and as individuals;
- acknowledge and develop an understanding of South Africa's rich and diverse cultures and heritage;
- develop practical skills within the various art forms;
- respect human value and dignity; and
- develop lifelong learning skills in preparation for further education and work.

### **Linking the Critical Outcomes and the Learning Area**

This Learning Area Statement addresses the vision embodied in the twelve critical and developmental outcomes. It does so through requiring:

- the use of critical and creative thinking, decision making and problem-solving strategies when creating, presenting and reflecting on artworks (Critical Outcome 1);
- the linking of individual works of art and culture to larger cultural systems (Critical Outcome 7, Developmental Outcome 3);
- the appropriate selection of materials and the arrangement of different elements into meaningful wholes (Critical Outcome 4);
- the collecting and organising of information about artists, art history, art careers, heritage and cultural practices (Critical Outcome 4);
- attention to multiple forms of communication through various art forms and mass media (Critical Outcome 5);
- involvement with the collaborative aspects of group and ensemble work, as well as opportunities for individual development and appraisal (Critical Outcome 2);
- engagement with developments, trends and styles from a wide range of cultural practices and thus with matters of direct social concern (Developmental Outcomes 2 and 3);
- preparation for employment in the Arts industries and the world of work (Developmental Outcomes 1, 4 and 5); and
- the development of creativity, resourcefulness and entrepreneurial skills (Critical Outcome 3, Developmental Outcome 5).

## Unique Features and Scope

The uniqueness of this Learning Area can best be seen in the opportunities that it provides to nurture and develop the creativity of learners.

Through Arts and Culture activities, a safe and supportive environment can be created for learners to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance.

The Arts assist learners to give expression to their feelings and understandings. These form the basis for personal preference, selection, critical appreciation and hence choice in the aesthetic realm.

## Redressing imbalances

To deal with the legacy of cultural intolerance and to prepare youth for the future, learners need to experience, understand and affirm the diversity of South African cultures.

The effect of past imbalances is that there has been a strong influence by international cultures, and weak development and support of local Arts and Culture. Learners need to recognise the value of their own culture. This Learning Area addresses these imbalances.

## Developing literacy

The Arts and Culture Learning Area makes learning accessible through addressing the different ways in which children learn. It develops various forms of literacy from Grade R to Grade 9 at increasing levels of complexity: oral, aural, visual, spatial, kinaesthetic and cultural literacies.

## Learning Outcomes

There are four Learning Outcomes. They overlap and do not operate in isolation. They deal with the following:

- Learning Outcome 1: creating, interpreting and presenting artworks;
- Learning Outcome 2: reflecting on cultural practices and Arts activities;
- Learning Outcome 3: participating and collaborating in Arts and Culture activities; and
- Learning Outcome 4: expressing and communicating through various art forms.

## Assessment Standards

Within each Learning Outcome there are a number of Assessment Standards that set the minimum requirement to be achieved by learners in each grade. They allow the teacher to:

- be creative in the way the Assessment Standards are interpreted; and
- extend the Assessment Standards to cater for the different needs in the class.

For purposes of clarity, these Assessment Standards are classified under the art forms - Dance, Drama, Music and Visual Arts. (Note: Visual Arts also includes Craft and Design.) There is also another classification called 'Composite', which refers to Assessment Standards that cut across all art forms.

It is important to note that though the Assessment Standards have been written per art form, the focus is on Arts and Culture as a holistic Learning Area, not on the four discrete art forms. The Arts and Culture Learning Programme addresses the question of overload through clustering standards into modules around similar skills

and knowledge, and through using organising principles.

The Assessment Standards define the levels and progression in each grade. The levels are based on:

- prior learning;
- age of the learner;
- increasingly challenging content;
- increasing complexity of tasks; and
- increasing competence of the learner.

### Integration

A number of Assessment Standards across and within the Learning Outcomes can be addressed at the same time. This will prevent overload.

Skills, values, attitudes and knowledge are developed within Arts and Culture in an integrated way.

Most African art forms and cultural practices are integrated. Song, dance, drama, poetry, and/or design are integral parts of:

- some indigenous African genres (e.g. Kiba/Mmapadi, Mtshongolo, Indlamu, Tshikona, Malende, Domba, Umbhayizelo, Umxhentso);
- children's activities (e.g. Masekitlana, Kgati, Black Mampatile); and
- cultural rituals and festivals (e.g. weddings, initiations, naming ceremonies).

Learners may engage in unpacking these integrated forms into their constituent parts.

Western art forms are more inclined to remain discrete. This Learning Area Statement seeks to respect the integrity of each art form and to integrate them whenever possible, combining individual disciplines to create new forms of expression.

### Note:

- A number of Assessment Standards in the Foundation Phase of this Learning Area Statement are also found in the Languages and Mathematics Learning Area Statements. This is intended to facilitate integration.

### Organising framework

An organising framework has been developed in order to facilitate coherence, alignment and progression. It looks at the relationship between Learning Outcomes and Assessment Standards across grades, phases, and art forms. The framework is based on developmental skills acquisition, age appropriateness and national imperatives such as cultural diversity, human rights, environmental concerns, nation-building, heritage and power relations between global and local cultures.

The organising principles have been loosely arranged as follows:

- Foundation Phase: the learner in own and local environment:
  - Grade R - fantasy and play;
  - Grade 1 - imagination in the learner and the learner's environment;
  - Grade 2 - immediate environment;

- Grade 3 - ideas, feelings and moods.



- Intermediate Phase: physical, natural, social and cultural environments:
  - Grade 4 - natural and physical resources;
  - Grade 5 - sensory perception and literacies (cultural, visual, spatial, aural, oral, kinaesthetic);
  - Grade 6 - wider social, historical and cultural environment.
  
- Senior Phase: national, African and global environment:
  - Grade 7 - human rights, heritage, nation-building, marginalised cultures;
  - Grade 8 - human rights, art industries, careers, popular culture;
  - Grade 9 - local to global culture, technologies, mass media, power relations, marketing.

These organising principles are not limited to a particular grade, but work across phases. This prevents learners being over-focused on a particular topic for a whole year.

## Implementation

The following guidelines are essential to bear in mind during implementation, so that maximum benefit can be derived from working in this Learning Area.

One of the most important characteristics of the Arts and Culture Learning Area is the interrelatedness of the different art forms, and thus of their Learning Outcomes and Assessment Standards. It would be counter-productive to the spirit of the Learning Area if each of the art forms or assessment standards were treated in isolation from each other, or if they were approached as independent of their cultural contexts.

*Implementation must, therefore, be grounded in the linking and interweaving of the various components of this Learning Area.*

There are many natural and possible links between Assessment Standards across Learning Areas; these links need to be explored and developed within learning programmes in each Phase.

## Continuous practice

Equally important in this Learning Area Statement is the notion of the spiral development of skills and concepts in the Arts. The development and mastery of technique in the Arts is achieved through constant practice and repetition over a period of time. It is expected that basic and crucial skills in different art forms are identified and developed progressively over the grades and phases. For reasons of clarity and manageability, different skills or content components are assessed in specific grades. However, this is not the only time that the learner should engage with that specific skill. Once a skill has been assessed, it can be further extended and built upon in subsequent grades, as the learner grows in competence and maturity.

The same approach should be used in relation to physical development in the Arts - that is, preparation of the body and muscles for participation in activities such as dancing and singing. Teachers should decide on the nature of the warming-up activities needed in each lesson. These should become progressively more challenging as the learner develops through the grades. Some guidance has been given in respect of Dance and Drama in Learning Outcome 1.

### Assessment in the Arts

Each art form presents a different way of knowing and expressing, and has different strengths to offer as part of a well-rounded education. Learners need to be exposed to each art form in order to make informed choices for the Further Education and Training Band. Therefore, learners will be assessed on all Learning Outcomes and Assessment Standards in all the art forms.

### Generic and Additional Assessment Standards

As a minimum in Grades 8 and 9, learners are expected to achieve the generic and composite Assessment Standards for each Learning Outcome. Although the General Education and Training Band provides a general education for all learners, Additional Assessment Standards have been provided for those learners who wish to specialise in one art form in the Further Education and Training Band. These Additional Assessment Standards have been provided for in Learning Outcome 1 in Grades 8 and 9. It would be unreasonable to expect a learner to achieve equal proficiency in skills and knowledge in all art forms. Therefore, in Learning Outcome 1 learners may select at least one art form in which to develop in-depth skills and knowledge. The ability to offer these electives may depend on the resources available in schools.

The implementation approach can be summarised as follows:

- Assessment standards should be linked across art forms whenever possible. They should not be treated as separate, discrete entities. A number of Assessment Standards should be addressed at the same time.
- Learning Outcomes overlap and should be linked and worked on together. Learning Programmes should be designed with this in mind. During implementation, the different art forms of Dance, Drama, Music and Visual Arts can be integrated within tasks and activities. ‘Composite’ Assessment Standards indicate how this may be achieved.
- Learning Outcomes and Assessment Standards can be linked across Learning Areas, especially in the Foundation and Intermediate Phases.
- The spiral development of skills and knowledge can be addressed through a constant revisiting of skills already developed in previous grades, as well as looking ahead to skills that will be targeted at higher grades. Activities and tasks should incorporate and build upon skills and knowledge already attained.
- In Grades 8 and 9 learners who intend to study an art subject in the Further Education and Training Band can begin to prepare themselves through the selection of Additional Assessment Standards in an art form of choice in Learning Outcome 1.

## Arts and Culture Learning Outcomes

The Critical and Developmental Outcomes have shaped the kinds of knowledge, skills and values learners must achieve in the Arts and Culture Learning Area.

### Learning Outcome 1: Creating, Interpreting and Presenting

**The learner will be able to create, interpret and present work in each of the art forms.**

To attain this Learning Outcome, the learner needs extensive exposure to and practical experience of Arts and Culture, and the gradual acquisition of appropriate knowledge, skills, values and attitudes to present and pursue Arts interests. The Learning Outcome is broad, accommodating personal preference and inclination. It allows for the learner to participate in various ways as artist, performer, producer, director, designer and/or composer by the end of Grade 9.

### Learning Outcome 2: Reflecting

**The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.**

The learner must acquire knowledge and understanding of history of the Arts, concepts, aesthetics, culture and heritage. The ways different social and cultural groups engage in and convey meaning through the Arts will be explored and analysed.

### Learning Outcome 3: Participating and Collaborating

**The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.**

This Learning Outcome emphasises the importance of personal and social development - the development of the ability to work individually and collaboratively in activities in the Arts towards fostering healing and nation-building.

### Learning Outcome 4: Expressing and Communicating

**The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.**

This Learning Outcome requires that the learner develops the ability to read and use nuances of cultural expression to convey meaning through the Arts. It also deals with forms of communication media (television, radio, film, advertising) and their influence on people and societies.

## CHAPTER 2

# FOUNDATION PHASE

### (Grades R-3)

## INTRODUCTION

### Note:

- This Introduction is to be read in conjunction with ‘Introduction to the Arts and Culture Learning Area’ in Chapter 1.

In the Foundation Phase, the organising principles have been flexibly arranged around ‘the learner in his or her own and local environment’.

The learner develops creative skills through an exploration of real and imaginary experiences, proceeding from the self to using ideas from the immediate environment. Towards the end of this Phase, emphasis is placed upon the learner finding expressive form for ideas, feelings and moods.

### Learning Programme Integration

In the Foundation Phase, the Arts and Culture Learning Area should be integrated into all three Learning Programmes - Numeracy, Literacy and Life Skills. There are many Assessment Standards which are appropriate for each of the Learning Programmes. A few suggestions are given below:

- Numeracy Learning Programme:
  - Visual Arts - shape, form, pattern;
  - Music - symbols, values, rhythm, time, duration;
  - Dance - shape, counting, numbers, quantities, distance, size, levels, direction.
- Literacy Learning Programme:
  - Drama - speech, sensory perception, oral skills, story telling, characterisation;
  - Visual Arts - visual and spatial perception, patterning, fine motor co-ordination, shape, colour, contrast, form, texture;
  - Music - listening, voice, aural perception;
  - Dance - vocabulary, gross motor co-ordination.
- Life Skills Learning Programme:
  - Dance - gross motor co-ordination, physical control, balance, stamina, strength, imagination, spatial perception, kinaesthetic perception;
  - Drama - fantasy, imagination, role-play, concentration, focus, interpersonal and intrapersonal skills;
  - Culture - religion, ceremonies, identity, familiar domestic routines;
  - Music - gross and fine motor co-ordination, imagination, rhythm, music skills, aural perception;
  - Visual Arts - visual-spatial perception, craft skills, fine motor co-ordination, expression, imagination.

## LEARNING OUTCOMES



### Learning Outcome 1: Creating, Interpreting and Presenting

The learner will be able to create, interpret and present work in each of the art forms.



### Learning Outcome 2: Reflecting

The learner will be able to reflect critically on artistic and cultural processes, products and styles in past and present contexts.



### Learning Outcome 3: Participating and Collaborating

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



### Learning Outcome 4: Expressing and Communicating

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.

## ASSESSMENT STANDARDS

In the next sections, the Assessment Standards for each Learning Outcome will be given for Grades R to 3.

### Notes:

- Teachers need to remember that not all learners will have attended Grade R. Concepts, skills and strategies for Grade R need to be taught and consolidated in Grade 1.
- The Assessment Standards marked ❖ are those that overlap and could be used for both Literacy and Numeracy.

## Grade R



**Organising Principle:** *The learner will be able to use play, fantasy and imagination to develop the skills and knowledge for creating and presenting the Arts.*



### Learning Outcome 1

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



### Assessment Standards

We know this when the learner:

#### Dance

- Through play, co-ordinates simple gross and fine motor movements, including crossing the mid-line.
- Draws on play, fantasy and imagination to explore a wide variety of movement words, rhythms and changes in tempo.
- Participates in simple dances based on formations and patterns.

#### Drama

- Uses voice and movement spontaneously when playing creative drama games.
- Participates in make-believe situations based on imagination, fantasy and life experiences.

#### Music

- ❖ Sings and moves creatively to children's rhymes available in own environment.
- Responds in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.

## Grade R



*Organising Principle: The learner will be able to use play, fantasy and imagination to develop the skills and knowledge for creating and presenting the Arts.*



### Learning Outcome 1 Continued

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Freely creates images of own world in various media.
- ❖ Uses play and fantasy in two-dimensional and three-dimensional work.
- Explores and experiments with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- Uses and co-ordinates motor skills in practical work and play (e.g. appropriate handling of scissors, glue applicators, paintbrush and drawing instruments).

## Grade R



**Organising Principle:** *The learner will be able to think about and respond to artworks focusing on self and own environment.*



### Learning Outcome 2

#### REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts



### Assessment Standards

We know this when the learner:

#### Dance

- ❖ Talks about own dancing using action words.

#### Drama

- ❖ Thinks about and shows how people and animals move.
- Uses concrete objects to represent other objects in dramatic play.

#### Music

- ❖ Imitates a variety of natural sounds in own environment.
- ❖ Distinguishes between a talking voice and a singing voice.

#### Visual Arts

- ❖ Talks about, shares and tells stories about own artwork with others.

## Grade R



*Organising Principle: The learner will be able to participate and co-operate in art activities to develop awareness of self and others in own environment.*



## Learning Outcome 3

### PARTICIPATING AND COLLABORATING

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



## Assessment Standards

#### Dance

- ❖ Responds to movement instructions that cover space without bumping or hurting others when moving forwards and backwards.

#### Drama

- Participates in drama games - takes turns, waits for signals, responds to cues, and shares space.
- Begins to develop empathy by assuming a variety of familiar roles.

#### Music

- Brings songs from home and shares them with others.

#### Visual Arts

- Demonstrates active involvement in individual and group art-making activities and an ability to share art-making equipment.

## Grade R



**Organising Principle:** *The learner will be able to explore, express and communicate personal stories and responses to stories and ideas in own environment.*



### Learning Outcome 4

#### EXPRESSING AND COMMUNICATING

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.



### Assessment Standards

#### Dance

- Expresses ideas and stories creatively through movement activities that are guided but open-ended.

#### Drama

- Conveys feelings and ideas through facial expression and gesture.
- Creates sound effects to accompany stories told by the teacher.

#### Music

- Listens and moves creatively to music, stories, songs and sounds.

#### Visual Arts

- Responds to what the learner sees, perceives and experiences in own natural and constructed environment.

## Grade 2



## Grade 3



**Organising Principle:** *The learner will be able to develop skills and knowledge through exploring and experiencing art based upon self and own environment.*



## Learning Standards

### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



## Assessment Standards

We know this when the learner:

#### Dance

- Builds own movement vocabulary using:
  - ❖ locomotor movements such as walking, running, leaping and galloping;
  - ❖ axial movements such as turning, rolling, falling, swinging, reaching, bending, rising, stretching, stamping and kicking;
  - ❖ exploring movement possibilities of different body parts;
  - movement ideas from own environment;
  - combinations of movements in movement sentences such as run-stop-turn-reach-drop.
- ❖ Demonstrates in movement an understanding of numbers and simple geometric shapes such as circles, lines, angles and squares.

#### Drama

- ❖ Participates in simple dialogue and action sequences based on familiar experiences in own family or community.
- ❖ Responds through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.



## Grade 1



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present arts activities based upon ideas drawn from immediate environment.

**Organising Principle:** The learner will be able to develop skills and knowledge to express ideas, feeling and moods through creating and presenting artworks.



### Learning Outcome

We know this when the learner:

#### Dance

- Accurately demonstrates the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- ❖ Recognises and explores opposites found in the immediate environment (e.g. makes large and small shapes, high and low shapes with the body).
- Learns and performs simple dance steps from dances in the immediate environment.

#### Drama

- Plays at being characters and objects in stories based on local events or told by the teacher.
- Directed by the teacher, uses themes or topics from the environment in dramatic play.



### Assessment Standards

We know this when the learner:

#### Dance

- In preparing the body, shows the ability to maintain good posture when sitting and standing.
- Lands softly and safely from jumps, hops and leaps by articulating (toe-heel-bend) the feet and bending the knees.
- ❖ Explores a variety of movements, opposites and contexts to compose movement sentences.

#### Drama

- Performs simple relaxation exercises for warming up and cooling down.
- ❖ Uses skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.

## Grade 2



## Grade 3



**Organising Principle:** The learner will be able to develop skills and knowledge through exploring and experiencing art based upon self and own environment.



### Learning Standards Continued

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



### Assessment Standards

We know this when the learner:

#### Music

- ❖ Claps and stamps number rhythms and rhymes in tempo.
- ❖ Keeps a steady pulse while accompanying a song.
- ❖ Sings number and letter songs and rhymes.
- ❖ Sings tunes rhythmically and at varying tempi and loudness.

#### Visual Arts

- Engages in creative art processes:
  - ❖ presents images of own world in various media;
  - ❖ uses the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- ❖ Discovers simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.



## Grade 1



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present arts activities based upon ideas drawn from immediate environment.

**Organising Principle:** The learner will be able to develop skills and knowledge to express ideas, feeling and moods through creating and presenting artworks.



### Learning Outcome

We know this when the learner:

#### Music

- ❖ Demonstrates fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- Sings songs found in the immediate environment.

#### Visual Arts

- ❖ Explores the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.
- ❖ Identifies and uses patterns found in the immediate environment, using various materials in organised sequences and in combination.



### Assessment Standards

We know this when the learner:

#### Music

- ❖ Demonstrates the difference between running notes, walking notes, skipping notes, and ascending and descending order of notes.
- Sings songs and makes music to express a variety of ideas, feelings and moods.

#### Visual Arts

- ❖ Creates artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
- Shares and displays work.

Grade 2



Grade 3



*Organising Principle: The learner will be able to develop skills and knowledge through exploring and experiencing art based upon self and own environment.*



**Assessment Standards**  
Continued



**Assessment Standards**

(There are no further Assessment Standards for this Learning Outcome in Grade 1.)

**CREATING, INTERPRETING AND PRESENTING**

The learner will be able to create, interpret and present work in each of the art forms.



## Grade 1



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present arts activities based upon ideas drawn from immediate environment.

**Organising Principle:** The learner will be able to develop skills and knowledge to express ideas, feeling and moods through creating and presenting artworks.



### Learning Outcome

We know this when the learner:

#### Composite

- ❖ Responds to stories, games, pictures, poetry and cultural experiences from the immediate environment as stimuli for representation in any art form.



### Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 3.)

## Grade 2



## Grade 3



**Organising Principle:** *The learner will be able to think about and respond to art and culture activities designed to stimulate awareness of own creativity, imagination and possibilities.*



## Learning Outcomes Standards

**REFLECTING**

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



## Assessment Standards

We know this when the learner:

**Dance**

- ❖ Responds to fantasy ideas through movement.

**Drama**

- Uses imaginary objects in dramatic play.
- Begins to see differences between self and the role being played.

**Music**

- ❖ Experiments with different sounds to accompany fables and stories as sound effects.
- ❖ Differentiates between high and low, long and short, loud and soft sounds.



## Grade 1



**Organising Principle:** The learner will be able to reflect on and respond to art and cultural activities in the immediate environment using appropriate terms.

**Organising Principle:** The learner will be able to recognise and reflect on art processes and how artworks express and suggest ideas, feelings and moods.



### Learning Outcome

We know this when the learner:

#### Dance

- ❖ Shares opinions about the place, performers and content of dances the learner has seen.

#### Drama

- ❖ Expresses and describes feelings in response to a drama, story or event.
- Differentiates between different characters in a story and their point of view.

#### Music

- ❖ Identifies and sings songs from different situations and talks about them (e.g. working, skipping, game songs).
- Listens to and responds in movement to walking, running and hopping notes in songs from the immediate environment.



### Assessment Standards

We know this when the learner:

#### Dance

- ❖ Identifies how feelings and moods are expressed through the body and face, the use of energy and the choice of movement.

#### Drama

- Talks about what the learner likes or does not like about dramas, advertisements, radio programmes, videos or films.
- Talks about stories and dramas seen or heard and makes connections with familiar situations.

#### Music

- ❖ Explains how tempo, duration and dynamics have been used in songs and music to express feelings and moods.
- ❖ Listens to and graphically represents walking, running and hopping notes in terms of low, middle and high pitch.

## Grade 2



## Grade 3



**Organising Principle:** *The learner will be able to think about and respond to art and culture activities designed to stimulate awareness of own creativity, imagination and possibilities.*



### Learning Standards Continued

#### REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- ❖ Explains what is being conveyed in own art and what the learner thinks is conveyed in others' artworks.

#### Composite

- ❖ Interprets words, poems, stories and ideas through play, fantasy and the imagination.



## Grade 1



**Organising Principle:** The learner will be able to reflect on and respond to art and cultural activities in the immediate environment using appropriate terms.

**Organising Principle:** The learner will be able to recognise and reflect on art processes and how artworks express and suggest ideas, feelings and moods.



### Learning Outcome

We know this when the learner:

#### Visual Arts

- ❖ Discusses and offers opinions on own and others' artworks, artefacts and crafts found in the immediate environment.

#### Composite

- Describes some features of an event, celebration or festival in the immediate environment.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- ❖ Uses basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.

## Grade 2



## Grade 3



**Organising Principle:** *The learner will be able to participate and co-operate imaginatively with others in art activities in a safe environment.*



## Assessment Standards

**PARTICIPATING AND COLLABORATING**

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



## Assessment Standards

We know this when the learner:

**Dance**

- ❖ Responds to images through movement, adhering to control commands and signals such as ‘stop’, ‘start’, ‘freeze’, ‘hand control’, ‘no bumping’ and ‘find a space’.

**Drama**

- Demonstrates ability to take on a role in drama - teacher stimulated.
- Participates in drama exercises that focus on safety, trust and acceptance of others’ needs.

**Music**

- Participates in musical call and response games and activities.
- Plays rhythm, clapping, skipping and singing games in pairs.



## Grade 1



**Organising Principle:** The learner will be able to participate and co-operate with others in art and culture activities that focus on the immediate (local) environment.

**Organising Principle:** The learner will be able to participate and collaborate in art and culture activities, acknowledging feelings, mood and choices.



### Learning Outcome

We know this when the learner:

#### Dance

- Moves freely and with ease through space both inside and outside, while responding to mutually agreed upon physical, verbal and sound signals.

#### Drama

- Works with a partner in role, and switches roles in teacher-directed dramatic play.
- Uses events and experiences from own life as a basis for dramatic play.

#### Music

- ❖ Echoes a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.



### Assessment Standards

We know this when the learner:

#### Dance

- Explores, selects and links movements that express feelings and moods into movement sentences to contribute towards a class dance.

#### Drama

- Works with others when exploring situations in role.
- Participates in drama exercises based on listening, responding, initiating or concentrating.

#### Music

- ❖ Sings songs, rounds and canons in a choir to express feelings and moods.
- Walks, runs, skips and sways to the pulse of the songs fellow learners are singing and the music they are listening to.

## Grade 2



## Grade 3



**Organising Principle:** *The learner will be able to participate and co-operate imaginatively with others in art activities in a safe environment.*



### Learning Outcomes Continued

#### **PARTICIPATING AND COLLABORATING**

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



### Assessment Standards

We know this when the learner:

#### **Visual Arts**

- Participates in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.

#### **Composite**

- Makes decisions and choices, and follows instructions in art activities.



## Grade 1



**Organising Principle:** The learner will be able to participate and co-operate with others in art and culture activities that focus on the immediate (local) environment.

**Organising Principle:** The learner will be able to participate and collaborate in art and culture activities, acknowledging feelings, mood and choices.



### Learning Outcome

We know this when the learner:

#### Visual Arts

- Shows confident involvement in planning collective artworks.

#### Composite

- Listens to and shares different and similar cultural experiences.
- Displays appropriate audience behaviour while viewing performances and exhibitions.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Identifies and plans collective artwork which shows problem solving, negotiation of conflict and enjoyment.

#### Composite

- Works alone and with a partner, respecting feelings of others.

## Grade 2



## Grade 3



**Organising Principle:** *The learner will be able to use imagination and fantasy to explore, experience and communicate ideas.*



## Learning Outcomes Standards

**EXPRESSING AND COMMUNICATING**

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.



## Assessment Standards

We know this when the learner:

**Dance**

- ❖ Explores vowel and consonant sounds and numbers as well as fantasies through movement and movement-games.

**Drama**

- ❖ Explores the shape, weight and feel of words and sounds in creative drama games.
- Portrays characters and objects from stories using body shapes and sounds.

**Music**

- Uses own imagination and fantasy stories to create sounds.



## Grade 1



**Organising Principle:** The learner will be able to explore, express and communicate ideas and concepts from the immediate environment.

**Organising Principle:** The learner will be able to explore and express sensory perception to communicate and interpret ideas, feelings and moods.



### Learning Outcome

We know this when the learner:

#### Dance

- Explores movement characteristics of animals, people, machines and nature.

#### Drama

- Imitates everyday activities in simple mime.
- ❖ Uses puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings.

#### Music

- ❖ Imitates natural and mechanical sounds to create sound effects.



### Assessment Standards

We know this when the learner:

#### Dance

- Uses different ways of moving to express the same ideas, feelings or moods.
- ❖ Interprets images, sounds, and textures through movement.

#### Drama

- Uses the voice, gesture and body shape to express feelings and thoughts.
- Participates in drama exercises that focus on sensory perception and association.

#### Music

- ❖ Uses tempo, repetition and dynamics to create mood and evoke feelings through music.

## Grade 2



## Grade 3



**Organising Principle:** *The learner will be able to use imagination and fantasy to explore, experience and communicate ideas.*



### Learning Outcomes Standards Continued

#### EXPRESSING AND COMMUNICATING

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- ❖ Uses imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- ❖ Creates personal visual responses to own fantasy world.



## Grade 1



**Organising Principle:** *The learner will be able to explore, express and communicate ideas and concepts from the immediate environment.*

**Organising Principle:** *The learner will be able to explore and express sensory perception to communicate and interpret ideas, feelings and moods.*



### Learning Outcome

We know this when the learner:

#### Visual Arts

- Explores, experiences and creatively communicates patterns and textures found in the immediate and built environment.

#### Composite

- Talks about what the learner has seen and heard in own environment that has been of significance to self.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Experiments with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.



## CHAPTER 3

### INTERMEDIATE PHASE

#### (GRADES 4-6)

#### INTRODUCTION

**Note:**

- This Introduction is to be read in conjunction with ‘Introduction to the Arts and Culture Learning Area’ in Chapter 1.

In the Intermediate Phase, creative exploration and expression are extended to using resources from the natural, physical, social and cultural environment.

The learner’s awareness of the broader social and cultural environment is developed further. The learner is encouraged to work with natural and found resources. The foundation is laid for developing art skills and knowledge. The learner engages with the many design elements and literacies that are fundamental to the Arts.

A vocabulary for discussing artworks and cultural practices is acquired. The learner explores and investigates artworks based on South Africa’s past and present, acknowledging and responding to cultural diversity.

Links with all the other Learning Areas can be explored and implemented through Learning Programmes.

#### LEARNING OUTCOMES



##### Learning Outcome 1: Creating, Interpreting and Presenting

**The learner will be able to create, interpret and present work in each of the art forms.**



##### Learning Outcome 2: Reflecting

**The learner will be able to reflect critically on artistic and cultural processes, products and styles in past and present contexts.**



##### Learning Outcome 3: Participating and Collaborating

**The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.**



## Learning Outcome 4: Expressing and Communicating

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.

### ASSESSMENT STANDARDS

The Assessment Standards for the Intermediate Phase are presented in the following pages.

**Note:**

- For Learning Outcome 1, 'Interpret' refers to learning and presenting an existing play, poem, song, dance or piece of music.



## Grade 5



## Grade 6



*Organising Principle: The learner will be able to develop the skills and knowledge to create and present arts activities using the body, voice, natural and found resources.*



## Learning Outcomes Standards

### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



## Assessment Standards

We know this when the learner:

#### Dance

- In preparing the body, follows a teacher-directed warm-up and skill-developing ritual, with attention to safe use of the body, for example:
  - knees aligned over toes when bending;
  - articulation (toe-heel-bend) of the feet and bending knees when landing from jumps;
  - good posture at all times.
- Uses cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.



## Grade 4



**Organising Principle:** The learner will be able to develop the skills and knowledge required to create and present artworks using multiple literacies (visual, spatial, aural, oral, kinaesthetic, dramatic, cultural.)

**Organising Principle:** The learner will be able to develop skills and knowledge to create and present artworks based on South Africa's past and present.



### Learning Outcome

We know this when the learner:

#### Dance

- In preparing the body, follows a warm-up ritual that develops co-ordination and control.
- Improvises and creates dance sequences that use the concept of contrast, while making clear transitions from one movement or shape to another, focusing on:
  - space (high/low, large/small, forward/side-ward/backward, near/far, narrow/wide);
  - time (fast/slow, regular/irregular);
  - force (strong/light, smooth/percussive).
- Improvises and creates dance sequences that explore:
  - the movement range of each body part;
  - geometric concepts such as parallel, symmetry, distance, volume and mass, rectangles, pentagon, hexagon, octagon.
- Learns and performs steps of an indigenous and/or contemporary dance from South African culture with attention to detail.



### Assessment Standards

We know this when the learner:

#### Dance

- In preparing the body, demonstrates increasing skill and understanding of warming up, including:
  - the development of spinal flexibility and strength;
  - the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- Improvises and creates dance sequences that use:
  - steps and styles from various South African dance forms;
  - costumes, props, imagery and music;
  - varying use of energy such as tension and relaxation, stillness and flow;
  - personal and general space.
- Learns, interprets and performs dances from South African culture with competence and appropriate style.

## Grade 5



## Grade 6



**Organising Principle:** *The learner will be able to develop the skills and knowledge to create and present arts activities using the body, voice, natural and found resources.*



### Learning Standards Continued

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



### Assessment Standards

We know this when the learner:

#### Drama

- Performs simple teacher-directed relaxation and breathing exercises when warming up and cooling down.
- Uses the voice and body imaginatively in drama exercises and games.
- Makes use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.



## Grade 4



**Organising Principle:** *The learner will be able to develop the skills and knowledge required to create and present artworks using multiple literacies (visual, spatial, aural, oral, kinaesthetic, dramatic, cultural.)*

**Organising Principle:** *The learner will be able to develop skills and knowledge to create and present artworks based on South Africa's past and present.*



### Learning Outcome

We know this when the learner:

#### Drama

- Performs simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.
- Responds to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises.
- Uses sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.



### Assessment Standards

We know this when the learner:

#### Drama

- Performs simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.
- Uses African stories to develop dramas that:
  - have a clear plot;
  - highlight key moments;
  - contain credible characters;
  - use space effectively.

## Grade 5



## Grade 6



*Organising Principle: The learner will be able to develop the skills and knowledge to create and present arts activities using the body, voice, natural and found resources.*



### Assessment Standards Continued



### Assessment Standards

We know this when the learner:

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.

#### Music

- Uses voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- Composes and presents a short rhythmic pattern that has crotchets, crotchet rests, minims and minim rests through body percussion.
- Makes in various tone colours, a simple wind instruments such as a Kazoo or Tshikona/Dinaka pipes, or percussion instruments such as shakers.
- Creates and presents melodies using voice and found and natural instruments to demonstrate difference in pitch and note values.



## Grade 4



**Organising Principle:** The learner will be able to develop the skills and knowledge required to create and present artworks using multiple literacies (visual, spatial, aural, oral, kinaesthetic, dramatic, cultural.)

**Organising Principle:** The learner will be able to develop skills and knowledge to create and present artworks based on South Africa's past and present.



### Learning Outcome

We know this when the learner:

#### Music

- Demonstrates concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- Composes and presents a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
- Improvises and creates music phrases that use repetition, accent, call and response.
- Sings songs in long (3/4) and normal (3/8) triplet.



### Assessment Standards

We know this when the learner:

#### Music

- Focuses on music from a variety of South African forms:
  - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
  - plays simple rhythmic patterns on a drum or equivalent;
  - explores and uses drum hand techniques such as base slap, open slap, muffle;
  - reads and sings or plays the scale and simple melodies in C Major.

## Grade 5



## Grade 6



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present arts activities using the body, voice, natural and found resources.



### Learning Standards Continued

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Makes masks and crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.
- Makes and shares artworks to:
  - demonstrate planning and skilful use of design elements in creating masks based on various nature gods of different cultures;
  - explore the basic formal elements and techniques of two-dimensional art (drawing and painting);
  - identify tone and mix primary, secondary and tertiary colours;
  - represent form in space in three-dimensional work (e.g. model making and clay-work).



## Grade 4



**Organising Principle:** *The learner will be able to develop the skills and knowledge required to create and present artworks using multiple literacies (visual, spatial, aural, oral, kinaesthetic, dramatic, cultural.)*

**Organising Principle:** *The learner will be able to develop skills and knowledge to create and present artworks based on South Africa's past and present.*



### Learning Outcome

We know this when the learner:

#### Visual Arts

- Designs and creates artworks and craft works which explore the use of natural and geometric shapes and forms in two and three dimensions, in observational work, pattern making and design, and in simple craft objects.
- Displays work in the classroom.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Transforms visual information into structured compositions based on individually selected, real or imagined situations in South Africa, using available materials and appropriate techniques in both two-dimensional and three-dimensional work.

Grade 5



Grade 6



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present arts activities using the body, voice, natural and found resources.



**Learning Outcomes**  
Continued

**CREATING, INTERPRETING AND PRESENTING**

The learner will be able to create, interpret and present work in each of the art forms.



**Assessment Standards**

We know this when the learner:

**Composite**

- Makes a puppet and uses it to create a puppet show with music and movement.



## Grade 4



**Organising Principle:** *The learner will be able to develop the skills and knowledge required to create and present artworks using multiple literacies (visual, spatial, aural, oral, kinaesthetic, dramatic, cultural.)*

**Organising Principle:** *The learner will be able to develop skills and knowledge to create and present artworks based on South Africa's past and present.*



### Learning Outcome

(There are no further Assessment Standards for this Learning Outcome in Grade 5.)



### Assessment Standards

We know this when the learner:

#### Composite

- Illustrates/interprets African tales through puppetry:
  - designing and making hand and/or head puppets;
  - devising and producing puppet shows;
  - composing music for puppet shows;
  - choreographing movement for head puppets if used.
- Uses dramatic devices, visual illustrations, movement and sound to tell jokes, tall stories, lies, fantasies or absurd tales to explore realities in South Africa.

## Grade 5



## Grade 6



**Organising Principle:** The learner will be able to reflect on and respond to Arts and Culture activities using appropriate terms, vocabulary and other resources.



## Learning Standards

**REFLECTING**

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



## Assessment Standards

We know this when the learner:

**Dance**

- Uses appropriate vocabulary to describe own dances made in class or dances from own community to do with use of space, costume, music and props.

**Drama**

- Uses simple drama terms to respond to classroom drama, reflecting on own contribution to drama and listening to the comments and ideas of others.



## Grade 4



**Organising Principle:** The learner will be able to reflect on and offer opinions on Arts and Culture processes, products and concepts.

**Organising Principle:** The learner will be able to think critically, reflect on and share understanding of the Arts in the historical, social and cultural environment of South Africa.



### Learning Outcome

We know this when the learner:

#### Dance

- Takes an active role in a class discussion about interpretations and reactions to a dance seen live or on television; pays attention to the use of design elements, the purpose and the style of the dance.
- Identifies and describes the many kinds of dances in South Africa.

#### Drama

- Reflects on drama (television, radio, community or classroom) in terms of:
  - recognising key moments in a drama;
  - identifying themes, ideas and moods;
  - explaining why particular techniques were used;
  - being sensitive to the social and cultural contexts.



### Assessment Standards

We know this when the learner:

#### Dance

- Researches the historical background of dances done by their elders in terms of social or cultural contexts, purpose and unique characteristics.

#### Drama

- Finds out about different types of drama in the country and makes connections between some of them in terms of origins and similarities.

## Grade 5



## Grade 6



**Organising Principle:** The learner will be able to reflect on and respond to Arts and Culture activities using appropriate terms, vocabulary and other resources.



### Learning Outcomes Continued

#### REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



### Assessment Standards

We know this when the learner:

#### Music

- Recognises crotchet and minim note values and rests in a short melody.
- Recognises time signatures such as four-four and -three-four.
- Listens to and identifies musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).

#### Visual Arts

- Responds to and discusses images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.



## Grade 4



**Organising Principle:** The learner will be able to reflect on and offer opinions on Arts and Culture processes, products and concepts.

**Organising Principle:** The learner will be able to think critically, reflect on and share understanding of the Arts in the historical, social and cultural environment of South Africa.



### Learning Outcome

We know this when the learner:

#### Music

- Recognises the letter names of notes on lines and in spaces on a treble staff and their difference in pitch.
- Recognises crotchet, minim and quaver note values and rests in a short melody.
- Recognises and describes the different timbres of voices in choral music.
- Listens to a variety of selected songs and identifies the genre (e.g. Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), and offers opinion on the style.

#### Visual Arts

- Differentiates between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- Responds to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.



### Assessment Standards

We know this when the learner:

#### Music

- Listens to and discusses the use of repetition as an organising principle in African music.
- Selects a repertoire of songs that are used in various cultural environments, describes what cultural events they are drawn from, explains what the message of the lyrical content is and what the songs are used for.

#### Visual Arts

- Identifies the main purposes and design features of artworks in the home, the community and public places in terms of theme, subject and scale.

Grade 5



Grade 6



*Organising Principle: The learner will be able to reflect on and respond to Arts and Culture activities using appropriate terms, vocabulary and other resources.*



**Learning Outcomes**  
Continued

**REFLECTING**

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



**Assessment Standards**

(There are no further Assessment Standards for this Learning Outcome in Grade 4.)



## Grade 4



**Organising Principle:** *The learner will be able to reflect on and offer opinions on Arts and Culture processes, products and concepts.*

**Organising Principle:** *The learner will be able to think critically, reflect on and share understanding of the Arts in the historical, social and cultural environment of South Africa.*



### Learning Outcome

(There are no further Assessment Standards for this Learning Outcome in Grade 5.)



### Assessment Standards

We know this when the learner:

#### Composite

- Explores and discusses own concept of culture.

## Grade 5



## Grade 6



**Organising Principle:** *The learner will be able to participate and collaborate in Arts activities using a wide variety of natural and physical resources.*



## Learning Outcomes Standards

**PARTICIPATING AND COLLABORATING**

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



## Assessment Standards

We know this when the learner:

**Dance**

- Works creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.
- Sensitive uses the concept of personal (own) and general (shared) space in dance explorations.

**Drama**

- Collaborates in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.
- Draws on and develops own and others' ideas when planning and devising dramas.

**Music**

- Sings and/or plays canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments.
- Plays simple wind instruments such as a Kazoo or Tshikona/Dinaka pipes or percussion instruments such as shakers in harmony with others.



## Grade 4



**Organising Principle:** The learner will be able to participate and collaborate in devising Arts and Culture activities that develop various literacies.

**Organising Principle:** The learner will be able to interact with others, showing adaptability to new ideas or situations, affirming and acknowledging diversity.



### Learning Outcome

We know this when the learner:

#### Dance

- Demonstrates partner skills such as copying, leading, following and mirroring in movement.
- Works with various partners experimenting with ‘question and answer’ and ‘meeting and parting’ movement phrases.

#### Drama

- Shows a developing level of confidence and ability to focus in drama exercises based on concentration, sensory perception and spatial awareness.
- Adopts and maintains a role, and is able to answer questions in role using appropriate language and gesture.

#### Music

- Sings and/or plays an instrument in a group with appropriate rhythm, pitch and dynamics in any genre of music.
- Combines a number of melorhythm instruments (drums, marimba) to create textural blend.



### Assessment Standards

We know this when the learner:

#### Dance

- Works co-operatively with partners, improvising and composing dance sequences.
- Shares opinions with other learners about dances from various cultures in a supportive and constructive way.

#### Drama

- Extends and develops given snippets of dialogue with a partner, showing ability to ‘feed off’ and respond to partner’s ideas.
- Assumes both leader and follower roles willingly in dramatic activities.

#### Music

- Sings and/or plays in a group - canons, rounds and two-part songs from at least three cultural traditions of South Africa.

## Grade 5



## Grade 6



**Organising Principle:** *The learner will be able to participate and collaborate in Arts activities using a wide variety of natural and physical resources.*



### Learning Outcomes Continued

#### **PARTICIPATING AND COLLABORATING**

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



### Assessment Standards

We know this when the learner:

#### **Visual Arts**

- Collaborates with others to plan the making and use of masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials with due regard to environmental concerns.



## Grade 4



**Organising Principle:** The learner will be able to participate and collaborate in devising Arts and Culture activities that develop various literacies.

**Organising Principle:** The learner will be able to interact with others, showing adaptability to new ideas or situations, affirming and acknowledging diversity.



### Learning Outcome

We know this when the learner:

#### Visual Arts

- Selects a project, plans it in a group and takes the necessary action.

#### Composite

- Shows spontaneity and a creative attitude in art activities.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Shares resources, choice of materials and negotiates choice of subject matter in a group project with other learners, with a focus on:
  - joint decision-making;
  - presentation;
  - safety;
  - the environment;
  - cultural diversity.

#### Composite

- Shows respect for and acknowledgement of the work of others.
- Participates in a performance as an audience member.
- Expresses own personal sense of identity and uniqueness in any art form.

## Grade 5



## Grade 6



**Organising Principle:** *The learner will be able to explore, express and communicate using the body, voice, natural, found and manufactured resources.*



## Learning Outcomes Standards

**EXPRESSING AND COMMUNICATING**

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.



## Assessment Standards

We know this when the learner:

**Dance**

- Explores the many ways that parts of the body can move individually and in combination.
- Experiments with combining voice and body in sound and movement.

**Drama**

- Explores the use of expressive mime to convey ideas and feelings.



## Grade 4



**Organising Principle:** The learner will be able to use multiple resources to explore and communicate social, cultural and environmental issues through the Arts.

**Organising Principle:** The learner will be able to explore, express and communicate the meaning and form of various historical, social and cultural rituals or practices in South Africa.



### Learning Outcome

We know this when the learner:

#### Dance

- Dances in different places (e.g. inside and outside, in the classroom, on stage, on wood, concrete, grass or mud), and describes how dance is affected by space and the physical environments.

#### Drama

- Dramatises social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.



### Assessment Standards

We know this when the learner:

#### Dance and Music

- Finds out about, tries out and explains a song-dance ritual (e.g. snake dance, rain dance, wedding dance, circle dance, reed dance, stick dance), referring to its purpose and structure - patterns, repetition and sequence.

#### Drama

- Dramatises a cultural ritual (religious ceremony or social celebration), showing the use of the elements of drama (e.g. patterns, repetition, sequence).
- Explains the importance of this ritual for the people who participate in it.

## Grade 5



## Grade 6



*Organising Principle: The learner will be able to explore, express and communicate using the body, voice, natural, found and manufactured resources.*



### Assessment Standards Continued

#### EXPRESSING AND COMMUNICATING

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.



### Assessment Standards

We know this when the learner:

#### Music

- Uses voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- Uses sounds in a free rhythm to build up sound pictures to accompany stories or dances.

#### Visual Arts

- Makes masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.
- Draws on technology and nature in the environment to stimulate and communicate visual ideas.



## Grade 4



**Organising Principle:** The learner will be able to use multiple resources to explore and communicate social, cultural and environmental issues through the Arts.

**Organising Principle:** The learner will be able to explore, express and communicate the meaning and form of various historical, social and cultural rituals or practices in South Africa.



### Learning Outcome

We know this when the learner:

#### Music

- Identifies and sings songs from different societies, cultures and contexts, that seem to communicate the same idea.
- Uses own compositions of poetry and song to draw attention to current social and environmental issues.
- Communicates a musical intention using the interface of pitch-based harmony (mellophony) instruments.

#### Visual Arts

- Shows and explains the use of colour, pattern, design, signs and symbols in own home, in various cultures, and in the built environment.



### Assessment Standards

We know this when the learner:

#### Music

- Researches, creates and presents music that conveys and suggests the symbolism of ritual.

#### Visual Arts

- Demonstrates and describes the use of various artefacts in cultural rituals.
- Researches murals in the community as a form of visual communication in relation to:
  - the intended message;
  - target group;
  - techniques;
  - appropriate materials;
  - symbols and signs.



## CHAPTER 4

### SENIOR PHASE

### (GRADES 7-9)

#### INTRODUCTION

**Note:**

- This Introduction is to be read in conjunction with ‘Introduction to the Arts and Culture Learning Area’ in Chapter 1.

In the Senior Phase, the organising principles encompass national, African and global concerns. These principles are not limited to a particular grade, but work across Phases.

The learner engages creatively and reflectively, through artistic activity and critical thinking, with human rights, heritage and nation-building. The learner is required to address issues such as popular culture, forms of discrimination, the relations between local and global cultural forces, power relations within the Arts and in society, as well as the impact of mass media and technologies on the Arts and art industries.

This Phase also lays the basis for careers in the Arts and offers opportunities for the learner to focus on his or her area(s) of preference. At the exit point of the General Education and Training Band, the learner is required to organise, perform, present and market artworks independently in one or more of the art forms.

#### LEARNING OUTCOMES



##### Learning Outcome 1: Creating, Interpreting and Presenting

**The learner will be able to create, interpret and present work in each of the art forms.**



##### Learning Outcome 2: Reflecting

**The learner will be able to reflect critically on artistic and cultural processes, products and styles in past and present contexts.**



##### Learning Outcome 3: Participating and Collaborating

**The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.**



## Learning Outcome 4: Expressing and Communicating

**The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.**

### ASSESSMENT STANDARDS

Each art form presents a different way of knowing and expressing, and has different strengths to offer a holistic education. The learner needs to be exposed to each art form in order to make informed choices for Further Education and Training. The learner will, therefore, be assessed on all Learning Outcomes in all the art forms.

In Grades 8 and 9, at a minimum the learner is expected to achieve the generic and composite Assessment Standards of each Learning Outcome. Although the General Education and Training Band essentially provides a general education for all learners, provision has been made in Grades 8 and 9 in Learning Outcome 1 for the learner who wishes to specialise in a particular art form. The learner can select Additional Assessment Standards in preparation for study in the Further Education and Training Band. These Additional Assessment Standards offer greater depth and a higher level of technical expertise.

The Assessment Standards for each Learning Outcome for Grades 7 to 9 are given in the following pages.



## Grade 8



## Grade 9



*Organising Principle: The learner will be able to develop the skills and knowledge to create and present artworks that explore human rights in South Africa.*



## Assessing Outcomes Standards



## Assessment Standards

## CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.

We know this when the learner:

### Dance

- In preparing the body, applies safe dance practice and healthy use of the body, for example:
  - warming up and cooling down;
  - good postural and joint alignment;
  - released/soft use of joints;
  - safe landing from elevation (jumping);
  - stretching with safety.
- Improvises to explore choreographic design concepts:
  - space - direction, levels, symmetry, asymmetry;
  - time - duration, pace, pulse, phrasing;
  - force - yielding to and resisting gravity, active and passive movement.
- Creates and presents dance sequences that focus on and challenge, amongst others, human rights issues such as social and cultural attitudes towards dance, and attitudes towards gender and disability in dance.



## Grade 7



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present artworks based on popular culture in South Africa.

**Organising Principle:** The learner will be able to develop the skills and knowledge required to create, market and present artworks.



### Learning Outcome

**Generic/Additional:**

Learners participate in all the generic assessment standards of this outcome. Learners intending to select an art subject in the Further Education and Training Band should also participate in additional assessment standards of at least one art form of choice.

We know this when the learner:

**Dance: Generic**

- Learns and performs steps from dances of popular cultures.



### Assessment Standards

**Generic/Additional:**

Learners participate in all the generic assessment standards of this outcome. Learners intending to select an art subject in the Further Education and Training Band should also participate in additional assessment standards of at least one art form of choice.

We know this when the learner:

**Dance: Generic**

- Participates in the choreography and presentation of a short dance for a performance or cultural event.

Grade 8



Grade 9



*Organising Principle: The learner will be able to develop the skills and knowledge to create and present artworks that explore human rights in South Africa.*



Assessment Standards  
Continued



Assessment Standards

(There are no Additional Assessment Standards for the Dance art form in Grade 7.)

**CREATING, INTERPRETING AND PRESENTING**

The learner will be able to create, interpret and present work in each of the art forms.



## Grade 7



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present artworks based on popular culture in South Africa.

**Organising Principle:** The learner will be able to develop the skills and knowledge required to create, market and present artworks.



### Learning Outcome

We know this when the learner:

#### Dance: Additional

- In preparing the body:
  - performs a set warm-up that conditions, stretches and strengthens the body;
  - demonstrates increasing kinaesthetic awareness, concentration and awareness of the correct and safe use of the spine and limbs;
  - moves across space in combinations of steps with co-ordination, style and musicality.
- Improvises, composes and combines movement motifs, using:
  - movements or gestures;
  - repetition and stillness;
  - contrasting dynamics.
- Performs dance steps and combinations from at least two different styles or traditions of Southern Africa.



### Assessment Standards

We know this when the learner:

#### Dance: Additional

- In preparing the body, accurately performs a set warm-up and skill-building sequence, including body conditioning and dance technique in a particular style.
- Moves across space in movement sequences with co-ordination, musicality, quality, style, balance and control.
- Learns and performs, with appropriate style and movement quality, works choreographed by others from at least two cultures, which may be:
  - classical/traditional (African, Eastern or Western);
  - contemporary.
- Creates a dance that fuses steps or styles from more than one South African dance form with a clear beginning, middle and ending.

## Grade 8



## Grade 9



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present artworks that explore human rights in South Africa.



### Assessment Outcomes Continued

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



### Assessment Standards

We know this when the learner:

#### Drama:

- Follows a teacher-directed warm-up routine.
- Uses exploration of human rights issues in South Africa as a basis for group improvisations that:
  - show understanding of basic dramatic structure (who, what, where, when);
  - show characters drawn from observation, imitation and imagination;
  - incorporate some dramatic elements such as grouping, shape and climax to communicate meaning and feeling.



## Grade 7



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present artworks based on popular culture in South Africa.

**Organising Principle:** The learner will be able to develop the skills and knowledge required to create, market and present artworks.



### Learning Outcome

We know this when the learner:

#### Drama: Generic

- Devises a simple warm-up routine, based on teacher's exercises, to share with the class.
- With teacher direction, participates in creating and presenting a written sketch or polished improvisation based on popular culture. This item should:
  - show knowledge of target audience;
  - use resources that enhance the piece;
  - make use of appropriate dramatic elements;
  - incorporate other art forms.

#### Drama: Additional

- With teacher support, rehearses and presents a solo item such as a poem, prose extract or monologue showing:
  - creative use of attributes of speech in terms of pitch, pace, pause, inflection, emphasis and tone;
  - imaginative interpretation of piece.



### Assessment Standards

We know this when the learner:

#### Drama: Generic

- Conducts a simple warm-up routine with class.
- Participates in an aspect of planning, organising, advertising, marketing, fund-raising or producing a dramatic item for an audience.

#### Drama: Additional

- Participates both in the performance and in an aspect of production. The performance should:
  - show an understanding of basic staging conventions;
  - use more complex dramatic elements such as tension, symbols and timing where appropriate;
  - create characters using language, gesture and movement;
  - make use of costumes, props, sets, lights or other available resources;
  - show awareness of audience.

## Grade 8



## Grade 9



**Organising Principle:** *The learner will be able to develop the skills and knowledge to create and present artworks that explore human rights in South Africa.*



### Assessment Standards Continued



### Assessment Standards

We know this when the learner:

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.

#### Music

- Forms rhythmic sentences combining and mixing different drumming techniques and percussion patterns.
- Improvises and creates music phrases using concepts such as mood, form and contrast.
- Reads and sings or plays the scales and simple melodies in G Major.
- Composes music, songs or jingles about human rights issues or to accompany a performance or presentation about human rights.



## Grade 7



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present artworks based on popular culture in South Africa.

**Organising Principle:** The learner will be able to develop the skills and knowledge required to create, market and present artworks.



### Learning Outcome

We know this when the learner:

#### Music: Generic

- Learns and performs songs or music from popular or local culture.

#### Music: Additional

- Composes and performs a 4-bar melody using crotchets, quavers and minims.
- Reads, writes and sings or plays scales and simple melodies in the keys of C Major, G Major and F Major.
- Creates an integral musical presentation interpreting a message, incorporating dance, drama and visual elements.



### Assessment Standards

We know this when the learner:

#### Music: Generic

- Makes music using voice and available percussion or melodic instruments for performance in 5/4, 7/4, 12/8 and 4/4 meters.
- Organises and markets a musical performance with regard to planning, advertising, fund-raising and producing.

#### Music: Additional

- Reads, writes and sings or plays scales and melodies in D Flat, A Flat, B Flat and E Flat Major.
- Blends the styles of own choice from immediate cultural environment and those used in West, East, Central or North Africa (e.g. Kwaito, Jazz, Kwassa-Kwassa, Gospel, Hip-hop, High Life, Soukous).
- Uses ululation, vocalic liltng, crepitation and mouth drumming to create a climax in a musical situation.

## Grade 8



## Grade 9



**Organising Principle:** *The learner will be able to develop the skills and knowledge to create and present artworks that explore human rights in South Africa.*



### Assessment Outcomes Continued

#### CREATING, INTERPRETING AND PRESENTING

The learner will be able to create, interpret and present work in each of the art forms.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Creates art, craft or design works commenting on human rights issues, and which demonstrate:
  - an ability to experiment at an elementary level with a wide range of materials, techniques, tools and skills;
  - the ability to identify and use symbols and patterns.
- With guidance, selects, prepares and mounts own artworks from their individual portfolio for class presentation.



## Grade 7



**Organising Principle:** The learner will be able to develop the skills and knowledge to create and present artworks based on popular culture in South Africa.

**Organising Principle:** The learner will be able to develop the skills and knowledge required to create, market and present artworks.



### Learning Outcome

We know this when the learner:

#### Visual Arts: Generic

- Creates and presents an artefact using ideas from popular culture or the mass media.

#### Visual Arts: Additional

- Creates art/craft/design works which demonstrate:
  - differentiation between the organic and inorganic aspects of the built and natural environment in design, observational drawing and two-dimensional and three-dimensional work;
  - interpretation and expression of own understandings of culture and heritage.
- Independently selects, prepares and mounts



### Assessment Standards

We know this when the learner:

#### Visual Arts: Generic

- Creates art, craft or design works that:
  - translate ideas or concepts into a visual form;
  - demonstrate the confident use of elements and principles of design.
- Develops entrepreneurial awareness of how to market art products in terms of target market, packaging, locale, pricing, advertising, customer relations and awareness of tourism.

#### Visual Arts: Additional

- Creates artworks which demonstrate:
  - preparation activities such as sketching, collecting of visual references, and selection of tools and materials;
  - use of conventional or experimental processes and techniques, with attention to appropriate choice of materials;
  - exploration and representation of specific patterns and design motifs which feature in South African history.
- Selects, prepares and mounts own and group artworks (including signage and labelling) for a public presentation.

Grade 8



Grade 9



Assessment Standards



Assessment Standards

own artworks for a school presentation.

## Grade 7



**Organising Principle:** The learner will be able to reflect on local examples of natural and cultural heritage.



### Learning Outcome 2

#### REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



### Assessment Standards

We know this when the learner:

#### Composite

- Finds out about a South African artist of the past or present, from any art form, and reports to the class.
- Explains the need for conservation of a country's indigenous knowledge systems, heritage artefacts in museums, galleries, theatres, cultural sites and natural heritage sites.

We know this when the learner:

## Grade 8



**Organising Principle:** The learner will be able to think critically and reflect on Arts and Culture processes and products in relation to human rights issues in Africa.



## Assessment Standards

We know this when the learner:

**Composite**

- Explains the importance of ownership of work and artists' copyright in oral art forms and written compositions.
- Discusses how the Arts have contributed and can contribute towards social and cultural change (e.g. as a mirror, in documentaries, as suggestions, commentaries, predictions).
- Uses the Arts to demonstrate an awareness of environmental concerns.

## Grade 9



**Organising Principle:** The learner will be able to offer a critical interpretation of the relationship between global and local cultures.



## Assessment Standards

We know this when the learner:

**Composite**

- Identifies the constituent parts of an integrated African art form.
- Analyses the interplay between global and local culture.
- Analyses how cultures affect one another and undergo change.
- Discusses the role of technology over time in shaping processes and products in drama, dance, music and art.
- Discusses and interprets concepts of power, control and dominance in mass media and popular culture.
- Identifies sources of cultural information such as elders, scholars and artists from the communities, libraries, museums, heritage sites or the Internet to investigate a significant composer, musician, artist or performer in the history of music, dance, visual arts or drama.

## Grade 7



**Organising Principle:** The learner will be able to reflect on local examples of natural and cultural heritage.



### Learning Outcome 2 Continued

#### REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



### Assessment Standards

We know this when the learner:

#### Dance

- Researches a traditional dance in the community from people, books or videos and presents it to the class.
- Displays observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.

#### Drama

- Recognises and identifies elements of drama (e.g. processions, chants) in forms of cultural and social expression over time (e.g. opening ceremonies, rock concerts, gladiators, state events, sport).

## Grade 8



**Organising Principle:** The learner will be able to think critically and reflect on Arts and Culture processes and products in relation to human rights issues in Africa.



## Assessment Standards

We know this when the learner:

**Dance**

- Discusses dances in own social, cultural and historical contexts, focusing on gender, disability and power.

**Drama**

- Researches human rights and environmental issues and interprets these in small group role-plays.

## Grade 9



**Organising Principle:** The learner will be able to offer a critical interpretation of the relationship between global and local cultures.



## Assessment Standards

We know this when the learner:

**Dance**

- Reflects on and compares how social dances reflect their time.

**Drama**

- Analyses the positive and negative effects of television, radio, documentaries or films on our lives.
- Writes a review of a local or other drama production, referring to conventions of staging and elements of drama.

## Grade 7



**Organising Principle:** The learner will be able to reflect on local examples of natural and cultural heritage.



### Learning Outcome 2 Continued

#### REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



### Assessment Standards

We know this when the learner:

#### Music

- Classifies African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion.
- Discusses any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound:
  - drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides;
  - percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone;
  - stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam;
  - wind instruments - flutes made from bamboo, reeds, wood, clay and bones;
  - trumpets made of animal horns and wood;
  - clarinets from the Savannah region made of guinea-corn or sorghum stems;
  - flugelhorn, saxophones and guitars.

## Grade 8



**Organising Principle:** The learner will be able to think critically and reflect on Arts and Culture processes and products in relation to human rights issues in Africa.



## Assessment Standards

We know this when the learner:

**Music**

- Listens to and demonstrates how the use of polyphony in African music accords participants equitable space in the making of music.

## Grade 9



**Organising Principle:** The learner will be able to offer a critical interpretation of the relationship between global and local cultures.



## Assessment Standards

We know this when the learner:

**Music**

- Analyses how music is used in songs, rituals, public events, movies, opera or advertisements to evoke response.

## Grade 7



**Organising Principle:** The learner will be able to reflect on local examples of natural and cultural heritage.



### Learning Outcome 2 Continued

#### REFLECTING

The learner will be able to reflect critically and creatively on artistic and cultural processes, products and styles in past and present contexts.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Gathers information from field trips, excursions, interviews or other sources to analyse the contribution of art, craft and design to everyday life and to South Africa's heritage.

## Grade 8



**Organising Principle:** The learner will be able to think critically and reflect on Arts and Culture processes and products in relation to human rights issues in Africa.



## Assessment Standards

We know this when the learner:

**Visual Arts**

- Identifies and explains how photography, filmmaking, sculpture and printmaking can document human rights abuses.
- Comments on composition, style and subject matter in artworks (e.g. landscape, portraits, still-life, public art, or resistance art) over time.

## Grade 9



**Organising Principle:** The learner will be able to offer a critical interpretation of the relationship between global and local cultures.



## Assessment Standards

We know this when the learner:

**Visual Arts**

- Investigates and explains the influences and circumstances shaping the development of a South African, African or international artist, past or present.

## Grade 7



**Organising Principle:** *The learner will be able to engage collaboratively in Arts and Culture activities to develop good social relations and explore ways of promoting nation-building.*



### Learning Outcome 3

#### PARTICIPATING AND COLLABORATING

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



### Assessment Standards

We know this when the learner:

#### Composite

- Transforms personal experiences into forms of expression.
- Uses art activities to express individual and collective identities.

#### Dance

- Demonstrates trust-building partner skills through activities such as:
  - creating visually effective contrasting and complimentary shapes;
  - inventing ways to counterbalance weight with a partner.

## Grade 8



**Organising Principle:** The learner will be able to share information about careers in arts industries and engage collaboratively in arts enterprises.



## Assessment Standards

We know this when the learner:

**Composite**

- Practices entrepreneurial skills collaboratively in marketing artworks.
- Adheres to deadlines through time management and self-discipline.
- Explores and discusses training and careers in Arts and Culture fields, based on research and on-site visits.
- Collaborates to:
  - organise interdisciplinary presentations, demonstrating effective organisational ability and skills in planning, management and marketing;
  - effectively share tasks and responsibilities, such as taking on different roles in group projects.

**Dance**

- Researches and shares information about training and careers in dance, and explains:
  - the kinds of dance-linked careers there are;
  - the kind of attributes needed;
  - the kind of training required.

## Grade 9



**Organising Principle:** The learner will be able to use group activities to explore and share experiences of power relations.



## Assessment Standards

We know this when the learner:

**Composite**

- Shows concern for and sensitivity to the feelings, values and attitudes of others in solving problems that arise in art activities.
- Shows willingness to explore new cultural ideas and an ability to reconsider stereotypes.
- Acknowledges individual, group and changing identities, including national, ethnic, gender and language group, etc.
- Expresses own sense of identity and uniqueness in any art form.

**Dance**

- Participates responsibly in trust exercises, using eye contact, the giving and receiving of weight (contact improvisation), and exploring active and passive roles.

## Grade 7



**Organising Principle:** *The learner will be able to engage collaboratively in Arts and Culture activities to develop good social relations and explore ways of promoting nation-building.*



### Learning Outcome 3 Continued

#### **PARTICIPATING AND COLLABORATING**

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



### Assessment Standards

We know this when the learner:

#### **Drama**

- Works sensitively in a group to explore and develop scenes around personal and social issues, experimenting with alternative solutions to problems.
- Demonstrates ability to listen attentively, respond to cues, speak and move in harmony in a group-dramatised choral verse or dramatised prose item.

#### **Music**

- Sings and/or plays South African songs from various cultures with appropriate rhythm, tempo and dynamics.
- Creates suitable melodic or non-melodic accompaniment for any South African folk song, anthem or melody.

#### **Visual Arts**

- Discusses, plans and shares resources with others in producing a collective artwork or presentation to promote nation-building in South Africa.

## Grade 8



**Organising Principle:** The learner will be able to share information about careers in arts industries and engage collaboratively in arts enterprises.



## Assessment Standards

We know this when the learner:

**Drama**

- Identifies careers available in the formal theatre and mass media industries, and explores possible opportunities for development in the informal drama and drama-linked sectors.

**Music**

- Researches and shares information about music and music-related careers and training.

**Visual Arts**

- Researches and shares information about art, craft, architecture, design and related careers and training.

## Grade 9



**Organising Principle:** The learner will be able to use group activities to explore and share experiences of power relations.



## Assessment Standards

We know this when the learner:

**Drama**

- Assumes leadership role in small group dramatic exercises and role-plays, showing awareness of need for co-operation, sharing of responsibilities and the effects of domination on the group.

**Music**

- Takes on the roles of conductor, singer, musician, manager or accompanist in ensemble music activities.

**Visual Arts**

- Transforms sensory experiences and perceptions of power in social relationships into visual artworks.

## Grade 7



**Organising Principle:** *The learner will be able to engage collaboratively in Arts and Culture activities to develop good social relations and explore ways of promoting nation-building.*



### Learning Outcome 3 Continued

#### **PARTICIPATING AND COLLABORATING**

The learner will be able to demonstrate personal and interpersonal skills through individual and group participation in Arts and Culture activities.



### Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 7.)

## Grade 8



**Organising Principle:** The learner will be able to share information about careers in arts industries and engage collaboratively in arts enterprises.



## Assessment Standards

(There are no further Assessment Standards for this Learning Outcome in Grade 8.)

## Grade 9



**Organising Principle:** The learner will be able to use group activities to explore and share experiences of power relations.



## Assessment Standards

We know this when the learner:

**Media Additional**

- Makes a video or other media product based on a topic of choice; the product should show:
  - understanding of the medium chosen;
  - competent use of technical skills;
  - clear exposition of plot or issues;
  - appropriate use of design features;
  - understanding of target audience.

## Grade 7



**Organising Principle:** The learner will be able to explore, express and communicate the role of heritage in South African Arts, past and present.



### Learning Outcome 4

#### EXPRESSING AND COMMUNICATING

The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.



### Assessment Standards

We know this when the learner:

#### Dance

- Investigates and presents the purpose and function of different forms of traditional, classical and indigenous dance available in South Africa that reflect aspects of national heritage.

#### Drama

- Researches and presents an example of indigenous performance, such as praise poetry or folk tales.

#### Music

- Investigates and explains the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.

## Grade 8



**Organising Principle:** The learner will be able to explore, express and communicate issues of stereotyping, discrimination and prejudice in contemporary culture.



## Assessment Standards

We know this when the learner:

**Dance**

- Understands and speaks about differently-abled people and inclusivity in dance.
- Debates the roles traditionally assigned to different genders in dance by recognising and expressing different points of view.

**Drama**

- Identifies age, gender, class and cultural stereotyping in stories, theatre, film, television or radio over time and in the present.
- Develops a short skit or scenario to highlight problems of stereotyping, discrimination, and prejudice in school or the local community.

**Music**

- Identifies and explains gender and/or cultural stereotyping in lyrics and in the use of instruments over time and in the present.

## Grade 9



**Organising Principle:** The learner will be able to explore, express and communicate an understanding of the impact of mass media and technologies on Culture and the Arts.



## Assessment Standards

We know this when the learner:

**Dance**

- Explains how dance is shaped by and reflects the values of the times and is influenced by music, place, fashion and technology.

**Drama**

- Uses a drama presentation to critique the impact of soap operas, radio shows or other available forms of performance media on people's values and behaviour.

**Music**

- Explains how technology has influenced music over time.

## Grade 7



**Organising Principle:** *The learner will be able to explore, express and communicate the role of heritage in South African Arts, past and present.*



### Learning Outcome 4 Continued

**EXPRESSING AND COMMUNICATING**  
The learner will be able to analyse and use multiple forms of communication and expression in Arts and Culture.



### Assessment Standards

We know this when the learner:

#### Visual Arts

- Investigates and presents the origins, purpose and role of signs, national or traditional symbols, statues, heritage sites, body adornment, artworks, dress or architecture.

## Grade 8



**Organising Principle:** The learner will be able to explore, express and communicate issues of stereotyping, discrimination and prejudice in contemporary culture.



## Assessment Standards

We know this when the learner:

**Visual Arts**

- Views and analyses communication within various forms of mass media and identifies obvious or hidden messages, bias, stereotyping or propaganda.

## Grade 9



**Organising Principle:** The learner will be able to explore, express and communicate an understanding of the impact of mass media and technologies on Culture and the Arts.



## Assessment Standards

We know this when the learner:

**Visual Arts**

- Explains how art reflects and affects cultures, lifestyles, beliefs and fashion.
- Applies skills of media production, while considering target group, purpose and design elements (e.g. create an advertisement, class newsletter, poster, T-shirt, logo or jingle).

**Composite**

- Combines individual art forms to create a new form of artistic expression.



## CHAPTER 5

# LEARNER ASSESSMENT

### INTRODUCTION

The assessment framework of the Revised National Curriculum Statement for Grades R-9 (Schools) is based on the principles of outcomes-based education. Assessment should provide indications of learner achievement in the most effective and efficient manner, and ensure that learners integrate and apply knowledge and skills. Assessment should also help students to make judgements about their own performance, set goals for progress, and provoke further learning.

To assist in the process of learner assessment, this Revised National Curriculum Statement:

- outlines the Learning Outcomes and their associated Assessment Standards in each Learning Area and for each grade in the General Education and Training (Grades R-9) band;
- contextualises the Critical and Developmental Outcomes within the Learning Outcomes and Assessment Standards; and
- places Assessment Standards at the heart of the assessment process in every grade. Assessment Standards describe the level at which learners should demonstrate their achievement of the Learning Outcome(s) and the ways (depth and breadth) of demonstrating their achievement.

The following diagram illustrates the interaction between the design elements of this Revised National Curriculum Statement:



## ASSESSMENT PRINCIPLES USED IN OUTCOMES-BASED EDUCATION

### Definition

Assessment in the Revised National Curriculum Statement for Grades R-9 (Schools) is a continuous, planned process of gathering information about the performance of learners measured against the Assessment Standards of the Learning Outcomes. It requires clearly-defined criteria and a variety of appropriate strategies to enable teachers to give constructive feedback to learners and to report to parents, and other interested people.

### Key Elements

Outcomes-based education is a way of teaching and learning which makes it clear what learners are expected to achieve. The principle by which it works is that the teacher states beforehand what the learners are expected to achieve. The teacher's task is to teach in order to help learners to satisfy the requirements of the Assessment Standards in the curriculum; the learners' task is to learn or do what the Assessment Standards expect. Assessment is essential to outcomes-based education because it must be possible to assess when a learner has achieved what is required in each grade.

To help learners to reach their full potential, assessment should be:

- transparent and clearly focused;
- integrated with teaching and learning;
- based on predetermined criteria or standards;
- varied in terms of methods and contexts; and
- valid, reliable, fair, learner-paced, and flexible enough to allow for expanded opportunities.

### Purposes of Assessment

The main purpose of assessing learners should be to enhance individual growth and development, to monitor the progress of learners and to facilitate their learning. Other uses of assessment include:

- *baseline assessment of prior learning*  
Baseline assessment usually takes place at the beginning of a grade or phase to establish what learners already know. It assists teachers to plan learning programmes and learning activities.
- *diagnostic assessment*  
Diagnostic assessment is used to find out about the nature and cause of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies.
- *formative assessment*  
Formative assessment monitors and supports the process of learning and teaching, and is used to inform learners and teachers about learners' progress so as to improve learning. Constructive feedback is given to enable learners to grow.

- *summative assessment*  
Summative assessment gives an overall picture of learners' progress at a given time, for example, at the end of a term or year, or on transfer to another school.
- *systemic assessment*  
Systemic assessment is a way of monitoring the performance of the education system. One component of this is the assessment of learner performance in relation to national indicators. Systemic assessment is conducted at the end of each phase of the General Education and Training band. A representative sample of schools and learners is selected provincially or nationally for systemic assessment.

## CONTINUOUS ASSESSMENT

### Characteristics of Continuous Assessment

Continuous assessment is the chief method by which assessment takes place in the Revised National Curriculum Statement. It covers all the outcomes-based education assessment principles and ensures that assessment:

- *takes place over a period of time and is ongoing*: Learning is assessed regularly and the records of learners' progress are updated throughout the year.
- *supports the growth and development of learners*: Learners become active participants in learning and assessment, understand the criteria that are used for assessment activities, are involved in self-evaluation, set individual targets for themselves, reflect on their learning, and thereby experience raised self-esteem.
- *provides feedback from learning and teaching*: Feedback is a crucial element in formative assessment. Methods of feedback include appropriate questioning, focusing the teacher's oral and written comments on what was intended to be achieved by an assessment activity, and encouragement to a learner.
- *allows for the integrated assessment*: This may include assessing a number of related Learning Outcomes within a single activity, and combining a number of different assessment methods. Competence in particular Learning Outcomes can be demonstrated in many different ways, and thus a variety of assessment methods and opportunities must be provided through which learners can demonstrate their ability.
- *uses strategies that cater for a variety of learner needs (language, physical, psychological, emotional and cultural)*: Continuous assessment allows teachers to be sensitive to learners with special education needs and to overcome barriers to learning through flexible approaches. In any group of learners, there are different rates and styles of learning. All learners do not need to be assessed at the same time and in the same way.
- *allows for summative assessment*: The accumulation of the results of continuous assessment activities provides an overall picture of a learner's progress at a given time. Summative assessment needs to be planned carefully from the beginning of the year, to include a variety of assessment strategies - for example,

exercises, tasks, projects, school and class tests - which will provide learners with a range of opportunities to show what they have learned.

## Assessment Strategies

The choice of what assessment strategies to use is a subjective one, unique to each teacher, grade and school, and dependent on the teacher's professional judgement. The availability of space and resources influences this decision, but even when resources are similar, teachers differ in the way that they make their choices.

The methods chosen for assessment activities must be appropriate to the Assessment Standards to be assessed, and the purpose of the assessment must be clearly understood by all the learners and teachers involved. Competence can be demonstrated in a number of ways. Thus a variety of methods is needed to give learners an opportunity to demonstrate their abilities more fully.

## Common Tasks for Assessment

The purpose of Common Tasks for Assessment is to:

- ensure consistency in teacher judgements;
- promote common standard setting;
- strengthen the capacity for school-based continuous assessment;
- increase the accuracy of the assessment process and tools;
- ensure that the school-based assessment tasks properly assess competencies and achievements; and
- ensure expanded opportunities for learners.

Common Tasks for Assessment may be set at national, provincial, district or cluster level, are conducted at school level, and are moderated externally.

## MANAGING ASSESSMENT

### People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process. Provincial policies should ensure the involvement of learners, school assessment teams, district support teams, support services, and parents, as appropriate.

### School Assessment Programme

Each school must develop an assessment programme based on provincial and national assessment guidelines. It needs to have a School Assessment Plan and a team to facilitate the implementation of this policy. The team should have representatives from each Phase and Learning Area.

To ensure a professional approach to assessment, the school assessment programme must outline clearly:

- the way continuous assessment is planned and implemented;
- how record books are to be kept, their accessibility and security;
- the assessment codes determined by the province;
- internal verification of assessment;

- how moderation takes place in the school;
- the frequency and method of reporting;
- the monitoring of all assessment processes; and
- the training of staff in areas of assessment.

Areas where in-school training needs to take place include:

- how to use criteria/rubrics to assess;
- finding agreement between teachers in the same grade about what is considered necessary to satisfy the Learning Outcomes;
- how to write comments for assessment results and reports; and
- achieving a common understanding of the school's assessment programme.

## KEEPING RECORDS

### Record Books

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Learning Areas or Learning Programmes;
- comments for support purposes.

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process.

The school assessment programme determines the details of how record books must be completed. The assessment codes are used to express how the learner is performing against the Learning Outcomes. Codes used must be clear and understood by learners and parents.

### Codes to Use for Assessment

There are many ways in which feedback from assessment can be provided to learners and recorded by teachers. Choosing the best way to do so for an assessment activity will depend on a number of factors, such as:

- the number of learners in the class and the amount of time available to the teacher;
- the complexity and the length of the assessment activity;
- the learning content or skills being assessed (e.g. Mathematics or writing);
- how quickly feedback is given;
- how individualised the feedback is;
- the criteria (or rubrics) used by the teacher to describe learners' performances and
- whether learners' performance is to be compared to peers, to previous performance, and/or the requirements of the Assessment Standards and Learning Outcomes.

Some assessment codes are better for some purposes than for others. For example, comments can be detailed, individual and provide suggestions for improvement. Comments are also useful for reporting on learner performance against Assessment Standards. However, comments take long to write and are not very easy to record. Codes such as 'Excellent', 'Very Good', 'Good', 'Competent', and 'Insufficient' are much quicker to write and allow assessment of progress against previous work and against Assessment Standards. However, they do not provide the detail made possible by comments. Marks, on the other hand, are quickly recorded and can be added together, multiplied and divided. They are useful for assessing learners' performance in relation to others in the class, and to other grades or schools. However, they provide little information on learners' performance against the Assessment Standards.

Examples, among many others, of further assessment codes are:

- not yet achieved, almost there, achieved;
- satisfactory performance, needs support;
- A, B, C; and
- phrases (or rubrics) designed especially for the assessment activity or report.

Whatever assessment code is used, feedback is more effective when combined with comments. There is more likely to be an improvement in achievement when learners are given written feedback rather than marks only. Although marks and percentages are very useful for recording purposes, as it is easy to write marks into a record book, they are often not useful for feedback and reporting. Other problems presented by marks are that they can be aggregated and manipulated and that they hide much about learners' achievement and progress. If learners have completed more than one assessment activity there is a temptation to use the marks arithmetically, to add and to average. When this is done, marks lose their usefulness to feed back information. An average or aggregate mark hides the fact that a learner might have achieved the intended learning well in one aspect but not in another.

Marks give an overall impression of achievement but hide the reasons for the assessment of the achievement (or lack of achievement) from the learner, and prevent a focus on learning something from the assessment. They also do not describe learner progress in the curriculum well. In many cases maintaining the same mark (provided it is a satisfactory one) is regarded as an indication of good progress. A mark of 70 against the Grade 5 Assessment Standards and a mark of 70 against the Grade 6 Assessment Standards disguises completely the progress a learner might have made during the year, which is best described in a statement, code, or comment(s).

## National Codes

In recording or reporting on learner achievement in the Learning Outcomes specific to a grade, the following codes are to be used:

- 4 = Learner's performance **has exceeded** the requirements of the Learning Outcome for the grade.
- 3 = Learner's performance **has satisfied** the requirements of the Learning Outcome for the grade.
- 2 = Learner's performance **has partially satisfied** the requirements of the Learning Outcome for the grade.
- 1 = Learner's performance **has not satisfied** the requirements of the Learning Outcome for the grade.

## Progression Schedules

At the end of each year, a progression schedule must be completed, and signed by the principal and a departmental official. The progression schedule is a record with summary information about the progress of all learners in the grade in the school.

The progression schedule should include the following information:

- name of the school and school stamp;
- list of learners in each grade;
- codes for progress in each Learning Area (National Coding System);
- codes for progress in each grade (progress to the next grade or stay in the same grade);
- comments on strengths and areas for support in each Learning Area; and
- date and signature of principal, teacher or other educator, and departmental official.

## Learner Profiles

A learner profile is a continuous record of information that gives an all-round impression of a learner's progress, including the holistic development of values, attitudes and social development. It assists the teacher in the next grade or school to understand the learner better, and therefore to respond appropriately to the learner. The profile must be safeguarded for every learner and should accompany learners throughout their school careers.

The following kinds of information should be included in a learner profile:

- personal information;
- physical condition and medical history;
- schools attended and record of attendance;
- participation and achievements in extra-curricular activities;
- emotional and social behaviour;
- parental involvement;
- areas needing additional support;
- summative end-of-year overall report; and
- progression summary records of the schooling years.

### Notes:

- The learner profile replaces all previous continuous record documents that have been used by schools, such as record cards, tutor cards and Edlab cards. The central purpose of a learner profile is to assist the learner by having access to the variety of information it includes.
- Personal information in a profile should never be used to discriminate unfairly against a learner.
- Learner profiles should not be confused with portfolios. A portfolio is a method of assessment that gives the learner and teacher together an opportunity to consider work done for a number of assessment activities. The work is placed in a folder, file or box. The learner profile, on the other hand, is a record containing information about a learner.

## REPORTS

### Information to be Included in Reports

Teachers need to be accountable to learners, parents, the education system and the broader community in assessing their learners. This takes place through reporting. In addition to written reports, oral or practical presentations, displays of learners' work and exhibitions might be used.

Every report on a learner's overall progress should include information on:

- the learning achieved;
- the learner's competencies;
- support needed; and
- constructive feedback, which should contain comments about the learner's performance in relation to peers and the learner's previous performance in relation to the requirements of the Learning Areas.

Reporting to parents should be done on a regular basis to encourage their involvement and participation. Teachers must report at the end of each term using formal report cards.

It will usually not be possible to give information on achievement in each Learning Outcome. However, reports should give information on achievement in each of the Learning Areas or Learning Programmes (in the case of the Foundation Phase).

### Report Cards

The minimum requirements for a report card are:

#### 1) Basic information

- name of school;
- name of learner;
- grade of learner;
- date of birth of learner;
- year and term;
- date and signature of parent or guardian;
- date and signature of teacher;
- date and signature of principal;
- dates of closing and opening of school;
- school stamp;
- school attendance profile; and
- the explanation of the codes of the national coding system.

#### 2) Strengths and needs

- Give a description of the strengths, developmental needs, or areas of support required by the learner in each Learning Area or Learning Programme.
- Use the national coding system to evaluate performance against the Assessment Standards and the Learning

Outcomes covered thus far - it is not necessary to give a code for each Learning Outcome. In an end of year report, the overall performance of the learner in the Learning Areas must be shown.

*3) Comments on each Learning Area or Learning Programme*

Give comments on each Learning Area or Learning Programme, with special emphasis on students who have exceeded the requirements or need further support. Comments on specific strengths and areas of support should be linked to the Assessment Standards. These comments will allow parents, learners and other educators to gain an understanding of what support the learner needs.

## REFERENCE LISTS

### CURRICULUM AND ASSESSMENT GLOSSARY

*This is an alphabetical list of key terms used in designing the Revised National Curriculum Statement Grades R-9 (Schools) and its learner assessment principles.*

**assessment** – a continuous planned process of gathering information on learner performance, measured against the Assessment Standards

**Assessment Standards** – the knowledge, skills and values that learners need to show to achieve the Learning Outcomes in each grade

**baseline assessment** – initial assessment used to find out what learners already know

**continuous assessment** – assessment model that encourages integration of assessment into teaching and the development of learners through ongoing feedback

**critical outcomes** – together with the Developmental Outcomes, key outcomes of Revised National Curriculum Statement Grades R-9 (Schools), that are inspired by the Constitution; they include core life skills for learners, such as communication, critical thinking, activity and information management, group and community work, and evaluation skills

**Curriculum 2005** – the first version of the post-apartheid National Curriculum Statement. That 1997 education policy document gives a framework for Early Childhood Development, General Education and Training, Further Education and Training, and Adult Basic Education and Training. This Revised National Curriculum Statement Grades R-9 (Schools) aims to strengthen Curriculum 2005.

**developmental outcomes** – together with the Critical Outcomes, key outcomes of the Revised National Curriculum Statement Grades R-9 (Schools) that are inspired by the Constitution; they include enabling learners to learn effectively and to become responsible, sensitive and productive citizens

**exit-level** – when learners complete Grade 9 and are awarded the General Education and Training Certificate

**formative assessment** – a form of assessment that assesses learner progress during the learning process in order to provide feedback that will strengthen learning

**Foundation Phase** – the first phase of the General Education and Training Band: Grades R, 1, 2 and 3

**General Education and Training Band** – the ten compulsory schooling years, made up of the Foundation, Intermediate and Senior Phases

**General Education and Training Certificate** – the certificate obtained on successful completion of the General Education and Training Band

**integration** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools), that requires learners to use their knowledge and skills from other Learning Areas, or from different parts of the same Learning Area, to carry out tasks and activities

**Intermediate Phase** – the second phase of the General Education and Training Band: Grades 4, 5 and 6

**language of learning and teaching** – the language that is most used in a particular learning and teaching environment; some learners experience learning and teaching in an additional language (not their home language)

**learning areas** – the eight fields of knowledge in the Revised National Curriculum Statement Grades R-9 (Schools): Languages, Mathematics, Natural Sciences, Technology, Social Sciences, Arts and Culture, Life Orientation, and Economic and Management Sciences

**learning area statements** – the statement for each Learning Area that sets out its Learning Outcomes and Assessment Standards

**learner profile** – an all-round record of a learner's progress, including personal information, social development, support needs, samples of work and annual reports

**learning programmes** – programmes of learning activities, including content and teaching methods; these are guided by the Revised National Curriculum Statement Grades R-9 (Schools) but developed by provinces, schools and teachers

**national coding system** – a standard national system of performance codes used to report on a learner's progress

**outcomes** – the results at the end of the learning process in outcomes-based education; these outcomes help shape the learning process

**outcomes-based education** – a process and achievement-oriented, activity-based and learner-centred education process; in following this approach, Curriculum 2005 and the Revised National Curriculum Statement Grades R-9 (Schools) aim to encourage lifelong learning

**portfolio** – individual file or folder of each learner's work

**progression** – a key design principle of the Revised National Curriculum Statement Grades R-9 (Schools) that enables the learner to gradually develop more complex, deeper and broader knowledge, skills and understanding in each grade

**progression schedules** – end-of-year tool for recording the progress of all learners in a grade, including codes for progress in each Learning Area and grade, and comments on support needed

**summative assessment** – different from formative assessment, as it is about regular reports of a learner’s progress, usually at the end of the term or year

## ARTS AND CULTURE LEARNING AREA GLOSSARY

### General

**aesthetic realm** - where learners use their developing taste to decide what they prefer in creative works, according to what they find attractive, well-composed, what excites their interest and what provokes stimulating ideas

**affirm, appreciate and acknowledge** - responding positively to the cultural activities and productions of others by being interested enough to learn about them, to show them respect and to encourage their right to support and attention

**appropriate audience behaviour** - acquiring the conventions of behaviour when watching or listening to a performance, such as when to clap, when to be silent, when to respond; there is no single set of conventions for this as they are culturally bound

**artefact** - something made by a person, a product of human art and workmanship

**classical/traditional arts** - usually (but not always) older forms of art that tend to have been recorded, studied and made part of a cultural heritage. What is regarded as ‘classical’ or ‘traditional’ changes over time. See **emergent arts** and **disappearing and neglected art forms**.

**contemporary issues** - topics that are being discussed at the present time

**culture** - includes the intellectual, spiritual, aesthetic, emotional, moral and material concerns of people. The learner will need to understand that culture relates to ways of living and to the making of meaning at specific times and in specific places. The learner will also have to realise that cultures have histories and contexts, that they change and that they influence and are influenced by other cultures.

**design concepts** - use of space, shape, form and line, plot, construction, and compositional elements (e.g. structure, length, size), as well as contrasts, colour and other kinds of design that are used to contribute to the making of different art forms

**disappearing and neglected art forms** - those that have died out over time, through the dominance of other cultural forces, and because of changes brought about by technology. In South Africa, the art forms that are being lost or that have been neglected are usually indigenous, but not always so.

**emergent arts** - contemporary, experimental or historically marginalised art forms that challenge conventional or traditional art practices; each era produces its own emergent arts

**genre** - kind or category of dance, music, drama or art

**heritage** - traditions, memories, histories and experiences of communities that are inherited or passed on from one generation to another

**hidden messages, bias, stereotypes and propaganda** - the means by which forms of mass media seek to influence ways in which people think and feel about issues

**human rights** - the right of every person to fair and just treatment, and that all people have the right to live their lives to the fullest potential, as well as equal access to all social, economic, political and cultural processes in their country. The Constitution and the Bill of Rights contain South Africa's understanding of what human rights are.

**indlamu/famo** - cultural complex genre of the Zulus and Basotho that uses song, dance, drama, poetry and design

**kgati** - a skipping game which employs rhythm, time and limericks for problem solving

**kiba/mmapadi** - cultural complex genre of the Bapedi that uses song, dance, drama, poetry and design as integral elements

**kinaesthetic** - awareness of senses of movement and touch

**literacies** - learned skills for interpreting appropriately, for example:

- oral: understanding spoken stories, histories and experiences
- aural: ability to interpret through listening to oral, musical and dramatic works
- visual: proficiency in expressing opinions about, making, appreciating and interpreting visual art works
- spatial: able to interpret and use distance, height, depth and breadth
- kinaesthetic: awareness of the meanings of movement and touch

**malende** - cultural complex genre of the vhaVenda that uses song, dance, drama, poetry and design

**masekitlana** - children's game popular among the Sothos (Bapedi, Batswana, Basotho) of South Africa, that uses stones to tell stories and impersonate characters; the game can be used as an assessment activity for creative composition of drama and for story telling among children

**mtshongolo** - cultural complex genre of the Xongas that uses song, dance, drama, poetry and design

**natural, found, recycled and manufactured resources** - objects that are owned, picked up, re-used or taken from nature, and that can be obtained from the learner's environment, whether built or natural, and transformed in character when used in artworks

**stereotype** - when all members of a group are regarded as the same (e.g. ‘all men are untrustworthy’); often contained in extreme prejudice such as racism, sexism, homophobia, and xenophobia

**tall stories, lies, fantasies and absurd tales** - accounts that have no basis in truth or reality, that are marked by exaggeration and distortion as in tall stories, deliberate concealment of the truth as in lies, and wishes and dreams as in fantasies

**tshikona** - cultural complex genre of the vhaVenda that uses song, dance, drama, poetry and design

## Dance

**alignment** - the relationship of the skeleton to the line of gravity and to the base of support; the lining up of the knees over the middle toes

**articulation of the feet** - the fluent and gradual use of the extremities or joints/hinges for expression and safety (e.g. placing the toes down first when landing from jumps and leaps, followed gradually by the heels and ending with the bending of the knees; this is to prevent shocking the spine with flat-footed jolting movements)

**asymmetry** - an element of design based upon the uneven balance of parts

**axial movement** - movement around the axis of the body (the spine), anchored in one spot rather than travelling

**call and response** - one soloist or group performs, while the second soloist or group responds; also referred to as question and answer in dance improvisation

**canon** - choreographic and compositional form where individuals and groups perform the same movement or phrase, beginning at different times

**choreography** - the art of creating dances

**contact improvisation** - dancing in body contact with others, giving one’s weight to and supporting each other

**direction** - the path of movement in space and the relationship of the body to space

**dynamics** - expressive content and qualities of effort created through the interrelationships of space, time and force

**elements of design** - the use of space, time and force to structure improvisations and compositions; see **design concepts** in the ‘general’ section of this glossary

**elevation** - propulsion of the body into the air, away from the floor, as in a leap, hop or jump

**force** - the energy, impulse, momentum, weight, and intensity of movement or phrase

**fusion** - a style of dance derived from mixing stylistic features of more than one dance form

**general space** - space shared with others

**improvisation** - movement that is created spontaneously in response to stimuli and with an element of chance

**isolations** - moving body parts separately

**lateralities** - limbs crossing the midline

**level** - height in reference to the ground, usually referring to the position of the body

**locomotor movement** - movement from place to place

**midline** - imaginary line that runs through the centre of the body from top to bottom

**motif** - dominant idea in artistic composition

**movement quality** - identifying attributes created by the pleasing use of energy, flow, precision and dynamics

**musicality** - attention and sensitivity to the musical elements of dance while creating and performing

**personal space** - the 'space bubble' that one occupies

**phrase** - a brief sequence of related movements that have a sense of rhythmic completion

**polyrhythms** - simultaneous use of several markedly different rhythm sounds in different parts

**relaxed** - minimal tension in the joints and muscles

**released use of joints** - freedom in the joints to allow maximum movement range

**ritual** - a known and repeated ceremony, or a practice routine

**rhythm** - organisation or structure of music or movement in relation to time

**social dancing** - dance that occurs at social gatherings, night clubs, disco dances and parties

**style** - a distinctive manner of moving; a characteristic way in which a dance is created or performed that identifies it as the dance of a particular performer, period, choreographer or culture

**sustained movement** - continuous, smooth movement

**symmetry** - an element of design based on the equal balance of parts; both halves of a design are identical

**tempo** - speed, such as fast or slow

**traditional** - dances and dance forms that have arisen out of the traditions of people

**warm-up** - movements and exercises designed to raise the core body temperature and bring the mind into focus

## Drama

**animated stones, mealie cobs** - stones, mealie cobs or other objects traditionally used in children's games; these objects are invested with a personality or character base on their appearance

**articulation** - the act or process of speaking or singing words with clarity

**choral verse** - poetry spoken in unison by a group, using unity of action and harmony of pitch

**conventions** - practices commonly accepted as part of behaviour by audience and actors, such as clapping or setting a scene

**dramatic elements** - all the features that make dramatic meaning (e.g. situations, roles, relationships, dramatic tension, focus, time, language, movement, mood, symbols)

**docu-drama** - a dramatic representation of a real-life situation or topic

**documentary** - report based upon an actual event or an investigation into real situations; usually done in film or on television

**exaggeration** - making something larger than life, unrealistic or unnatural

**freeze** -

- (i) **as an instruction** - a signal for participants to stop talking and moving, and to remain in position until given a signal to resume action
- (ii) **as a technique** - usually used to begin or end a scene; can show the passage of time or to link pieces or scenes together

**focus** - framing of the action through concentration and maintenance of the dramatic tension, and achieved through, for example, eye contact, props, use of space, language

**front-of-house** - the auditorium or entrance to the place where spectators are; the place where tickets and programmes are sold; sometimes refers to the lights located here

**improvisation** - spontaneous making up of the play as it is performed, sometimes after a short period of preparation; these versions can be built upon, repeated and polished

**intonation** - melodic rise and fall of the vocal pitch when speaking a phrase or sentence; known as *inflection* when referring to a word or syllable

**musical** - a light romantic play or film having dialogue interspersed with songs and dances

**orature** - oral traditions; intellectual property of a people embracing folklore, praise poetry, song, riddles, idioms, etc.

**opera** - an extended dramatic work in which music constitutes the dominating feature

**pace** - the speed or rate at which an actor speaks; the rate at which the action of a drama unfolds

**pitch** - how high or low the voice sounds

**projection** - throwing the voice forward to reach the listeners; transmitting and maintaining the role

**resonance** - the amplification of the voice

**role** - the character or part assumed by the actor

**role-play** - (noun) acting out a usually authentic situation, without a script or drama

**scenario** - outline of a plot or story to be developed by the performers

**skit** - short scene, usually of humorous nature

**snippet** - short exchange of dialogue, usually for two people

**tension** - the force that drives the drama; created by the task, relationships, surprises and the mystery that occur during the drama; most easily generated through conflict

**tempo** - the management of time in a broad sense, related in drama to the kind of action and the mood

**timing** - precise use of time in building dramatic tension and in creating comic effects

**tone** - quality of voice; is affected by resonance; related to the emotions being felt by the actor

**theme programme** - a compilation of presentations around a chosen theme; items can be linked by music and dance; it should have structure and stand as a dramatic piece

**verbal dynamics** - combination of movement and sound to convey the meaning and emotional quality of words

## Music

**accelerando** - accelerating; indicates a gradual quickening of speed

**aerophone** - a genre of wind instruments in African music (e.g. Dinaka and Tshikona single note flutes); wind-sounders (e.g. flutelike, lip-blown, reed-blown)

**articulation** - in singing or playing an instrument, the clear and distinct rendering of tones, comparable to enunciation in speech

**base slap** - hitting the rim of a drum with the fingers

**blues** - a type of folk song originating among African-Americans

**brass** - the trumpet, horn and related instruments when they form part of an orchestra or wind band

**canon** - strict imitation, or a composition where imitation plays the main part

**chordophone** - African string instruments like the lyre and kora

**common time** - regular time, 4/4

**crepitation** - a structural device that is often used with vocalic lilt and mouth drumming, as in the exhilarating vocal effects used to climax musical situations in African music

**crotchet** - a quarter of a semibreve

**dynamics** - words, abbreviations and signs used to indicate relative loudness and softness of sound

**ideophones** - one-tone musical instruments (self-sounders) that combine in one element the properties of vibrator and resonator:

- (i) **struck together** - cymbals, clappers, castanets
- (ii) **struck** - bells, gongs, woodblocks, chimes, xylophones, metallophones
- (iii) **stamped on** - pits slit drums
- (iv) **stamped against the ground** - sticks, tubes, gourds
- (v) **shaken** - rattles, jingles
- (vi) **scraped** - notched sticks, shells
- (vii) **plucked** - jew's harp/mbira, music box
- (viii) **rubbed or friction** - musical glasses