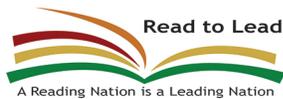


**GENERAL EDUCATION &
TRAINING PHASE (GET)**
LIFE SKILLS
SBA EXEMPLAR BOOKLET
GRADES 4-6



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



FOREWORD



The Department of Basic Education has pleasure in releasing a subject exemplar booklet for School Based Assessment (SBA) to assist and guide teachers with the setting and development of standardised SBA tasks and assessment tools. The SBA booklets have been written by teams of subject specialists to assist teachers to adapt teaching and learning methods to improve learner performance and the quality and management of SBA.

The primary purpose of this SBA exemplar booklet is to improve the quality of teaching and assessment (both formal and informal) as well as the learner's process of learning and understanding of the subject content. Assessment of and for learning is an ongoing process that develops from the interaction of teaching, learning and assessment. To improve learner performance, assessment needs to support and drive focused, effective teaching.

School Based Assessment forms an integral part of teaching and learning, its value as a yardstick of effective quality learning and teaching is firmly recognised. Through assessment, the needs of the learner are not only diagnosed for remediation, but it also assists to improve the quality of teaching and learning. The information provided through quality assessment is therefore valuable for teacher planning as part of improving learning outcomes.

Assessment tasks should be designed with care to cover the prescribed content and skills of the subject as well as include the correct range of cognitive demand and levels of difficulty. For fair assessment practice, the teacher must ensure that the learner understands the content and has been exposed to extensive informal assessment opportunities before doing a formal assessment activity.

The exemplar tasks contained in this booklet, developed to the best standard in the subject, is aimed to illustrate best practices in terms of setting formal and informal assessment. Teachers are encouraged to use the exemplar tasks as models to set their own formal and informal assessment activities.

A handwritten signature in black ink, appearing to read 'HM Mweli', written in a cursive style.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 13/09/2017

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Purpose

The primary purpose of this handbook is to strengthen the School-Based Assessment. Factors to be considered when developing School-based assessment are suggested and exemplars are given to heighten teacher understanding of what each form of assessment is characterised by. This guideline should therefore be viewed as a teacher support. The examples given are intended to guide and capacitate teachers to develop the assessment tasks that respond to their learners' contexts.

What is school-based assessment?

The definition of School-Based Assessment (SBA) should be preceded by a general understanding of what assessment is, what its purpose is and what it is or should be used for. To fulfil this critical prerequisite, it is reasonable to depart from the definition of assessment adopted in the Curriculum and Assessment Policy Statement (CAPS). According to CAPS assessment is defined thus:

'...a continuous planned process of identifying, gathering and interpreting information regarding the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal and formal. In both cases regular feedback should be provided to learners to enhance their learning experience'.

The above definition emphasises four fundamental steps that should be carried out sequentially in the process of assessment; however the essential part of this definition is *using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching*. Simply put, assessment is not only about allocating scores for purpose of promotion of learners, but to strengthen teaching and to enhance learner achievement. This, therefore, also suggests that assessment is and should be integral to teaching and learning and should be conducted throughout the year.

The key question is how do we overcome a presumed standard practice of assessing learners only when we want to determine whether to promote them or not? The SBA provides the answer to this question.

CAPS differentiates between SBA and End-of-the-year examination. SBA is developed and administered at school level. It can either be formal or informal. The formal part of the SBA in the Intermediate and Senior Phase contributes 75% and 40% respectively to the promotion of learners. In the Foundation Phase the SBA accounts for 100% towards the promotion of learners. Given this scenario, it is evident that if the SBA is not properly managed at school level, it can have far reaching consequences for learner achievement.

Determinants of quality SBA task for life-skills / life orientation

Informal assessment, which is predominantly formative, should be a precursor towards formal assessment. If properly designed and well thought through it is most likely to determine the success of learners when they are assessed formally. It should be used regularly to track learners' understanding of mathematics concepts, and to improve teaching. In other words regular use of informal assessment accompanied by regular feedback provides mathematics teachers with instant information regarding whether or not learners have grasped the concepts taught. Misconceptions can be identified at an early stage and be attended to. Essentially this will necessitate self-reflection by the teacher and there may be a need to adjust the teaching approaches they employed earlier.

Formative assessment can therefore be used to prepare learners for the formal assessment that will take a form of examination, investigation, assignment, test and a project. In other words before learners can be assessed using, for instance, an investigation, they can be given an investigation as an informal assessment beforehand. Learners should not be exposed to any form of assessment the first time they are assessed formally.

Teaching methodologies: Assessment is regarded as an integral part of teaching and learning. This suggests that we cannot divorce the assessment from teaching and learning. Essentially planning for teaching should encompass planning for assessment.

The adoption of this practice implies that assessment should mirror what is/was taught. The use of an investigation can best be used to illustrate this view: Investigation is one of the forms of assessment that learners should be exposed to. However, for learners to demonstrate their full potential when handling investigations, teachers should use the *investigative approach* to teaching. The same goes for using *project-based learning* as a teaching approach to prepare learners for a project as a form of assessment.

Evaluating learner responses (identification of errors and misconceptions):

Evaluating learner responses or what is commonly known as ‘marking’, should not be viewed exclusively as a means of determining correct or wrong answers, and subsequently the allocation of credits, but also as a means to identify errors that might culminate in misconceptions. Errors and misconceptions, however undesirable, can assist teachers to reflect on the effectiveness of their teaching methodologies. This can contribute immensely to the development of teachers and improvement of learner performance.

Programme of assessment in the intermediate phase

The programme of assessment is designed to spread formal assessment tasks in all subjects in a school throughout the school year.

Assessment in personal and social well-being

In the Personal and Social Well-being study area, learners are expected to complete a total of **four** formal assessment tasks per grade. The four formal tasks make up 30% of the total marks for the subject for each of Grades 4, 5 and 6.

The weighting of marks for the four formal assessment tasks for Personal and Social Well-being is as follows:

Task 1			Task 2	Task 3	Task 4	
Grade 4	Grade 5	Grade 6	Grade 4 - 6		Grade 4-5	Grade 6
Assignment/Design and make	Assignment/Case study/ Design and make	Assignment/Case study	Tests	Project	End of year exams	End of year exams
30 marks	30 marks	30 marks	30 marks	30 marks	30 marks	60 marks

NB: for Grade 6, the examination will count 60 and divided by 2, that is $60/2 = 30$ marks for recoding

Assessment in physical education

The Physical Education Task (PET) is evaluated across all four school terms in Grades 4, 5 and 6. Learners are expected to participate in Physical Education periods every week which are scheduled to take place in fixed periods, labelled Physical Education on the school time-table. All Physical Education periods will focus on practical physical and mass participation in movement activities for enjoyment and enrichment purposes.

Learner's participation and movement performance in the PET will be assessed through class observation and reported at the end of each term. The mark allocation for the PET comprises 30% of the total mark for the subject.

The subject advisor will moderate the PET during announced school visits by observing learners performing the actual assessment task.

The focus of assessment within the PET falls into two broad categories: Participation and movement performance.

The teacher will observe whether the performance of a movement has a desired outcome, focusing on the overall performance of the movement rather than the detailed mechanics of the movement

A class list will be used to generate a mark out of 20 for participation and a mark out of 10 for movement performance at the **end of each** term. This means, **four** lists for each of Grades 4, 5 and 6. The number of PE periods per term will depend on the Department of Basic Education’s school calendar for the year.

	TERM	FREQUENCY OF PARTICIPATION						MOVEMENT PERFORMANCE			TOTAL
		P1	P2	P3	P4	%	MARKS 20	1 st observation	2 nd observation	Total marks 10	
1	LEARNERS' NAMES										30
2											
3											
4											

Criterion 1: frequency of participation – each learner will be allocated a mark out of 20 at the end of each term based on his/her frequency of participation. An “a” will indicate the learner was absent for that particular period and an “x” that the learner was present, but did not participate.

Criterion 2: each learner will be formally observed at least twice across a school term for formal assessment purposes to determine the level of movement performance.

Assessment in creative arts

Formal Assessment Requirements

The CAT is administered twice a year for each stream (Visual and Performing Arts in Grades 4, 5 and 6. When assessing Performing Arts, it is important that the teacher chooses a CAT that comprises of at least TWO of the three art forms.

The two Visual Arts CATs will add up to a total of 80 marks. The two Performing Arts CATs will add up to a total of 80 marks. The marks obtained give a total mark out of 160 for CAT at the end of each grade. The mark allocation for the CAT is 40% of the total mark out of 400 for Life Skills, that is 160 marks.

Creative Arts year Plan:

Term 1: CAT (Visual or Performing Arts)	40 marks
Term 2: (Performing or Visual Arts)	40 marks
NOTE: by mid-year, both streams should have been assessed	
Term 3: CAT (Visual or Performing Arts)	40 marks
Term 4: (Performing or Visual Arts)	40 marks
NOTE: By year-end, both streams should have been assessed for the second time, to indicate progression	
TOTAL CREATIVE ARTS MARK FOR THE YEAR	160 marks

In Creative Arts formal assessment is done through practical assessment tasks, not written examination.

Weighting of formal assessment task

Weighting	Cognitive level	Bloom's taxonomy	Examples
40 %	Lower order	Level 1 & 2	What? Why? Who? When? Where? List
40 %	Middle order	Levels 3 & 4	Discuss, explain, describe
20 %	Higher order	Levels 5 & 6	Evaluate, synthesize, critically evaluate, examine

Nature of the formal tasks

Section 4 of CAPS stipulates the different forms of assessment that should be used when assessing learners. Project, Assignment, Case Study, Design and Make, Test and Examinations have been prescribed for Life Skills/Orientation. These various forms of assessment are aimed at addressing the diverse needs of learners, e.g. some learners are able to learn effectively, demonstrate their full potential and improve their skills and performances when they undertake a particular task in Life Skills/Orientation. Each form of assessment has its own unique characteristics. It is therefore significant that Life Skills/Orientation teachers should clearly understand the defining characteristics of each form of assessment and the appropriate time during which each form should be administered.

Essentially, when Life Skills/Orientation teachers understand the characteristics of each form of assessment, they will be able to identify the content that is suited for each form of assessment. While the abovementioned forms of assessment are used during formal

assessment, it is expected that teachers use the same forms of assessment during informal assessment as a way to adequately prepare learners for formal assessment.

The next section provides the characteristics (entrenched in the definition and purpose) of each form of assessment and an exemplar to illustrate the development of assessment tasks using appropriate mathematics content. In the case of an examination, cognitive levels will also be exemplified.

DIFFERENT FORMS OF ASSESSMENT

Project

It is an assessment task that requires considerable effort. It is a form of assessment that is used to enable learners to apply their knowledge and skills. Generally a project takes a long time to complete, as a result it is ideal that it is done in groups of about five and marked at different stages of development. The project will involve collecting, analysing and/or evaluating data and information that will result in the synthesising of the findings into a written product that may be reported, modelled or performed by the learners. Learners will generally collect data/resources/information outside the contact time to perform the task.

The topic and nature of the project will be determined by the content covered according to the annual teaching plan. Learners should be given enough time to complete the project. A project should be given before the end of the second term for submission during the third term.

WRITTEN TASKS: DESIGN AND MAKING, CASE STUDY, ASSIGNMENT, TEST AND EXAMINATION

Design and making

Design and making involves the production of the actual product using creative processes to achieve a certain competency. Making is the end product of the design. Learners will be required to design, make and write a descriptive paragraph(s) on the task. Learners are required to show an understanding of the knowledge gained and application of knowledge and skills.

Exemplar of Design and making:

SEE PAGE 27 OF 4- 6 CAPS

Assignment

This form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment is a problem-solving exercise with clear guidelines and of a specified length. The focus of the assignment will be determined by the context covered according to the annual teaching plan.

Case study

A case study will involve a detailed description of a specific situation of phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. The aim of the case study is to assess whether learners can apply the knowledge, skills and values to an unfamiliar context. The focus will be determined by the content covered according to the annual teaching plan.

Test

Tests usually consist of a range of questions. Learners are required to respond within a specified time. Questions are useful to assess knowledge recall and test understanding and comprehension. If questions are correctly phrased they can also test application knowledge.

Examination

Definition and Purpose: An examination is an example of a summative assessment and it is predominantly used as a formal assessment (i.e. for recording purposes). A primary distinction between a test and an examination is the scope of content covered. An examination is the most comprehensive form of testing, typically given at the end of the term or midyear. In life orientation an examination ideally covers the work that was taught in the entire term if it is written at the end of a term, or the work done at the end of the semester if it is written midyear. A half-yearly examination should therefore cover most of the concepts and skills prescribed for Term 1 and Term 2 for the appropriate grade. In other words it is used to consolidate the work done beforehand. For School-Based Assessment the minimum number of examinations prescribed in the Curriculum and

Assessment Policy Statement (CAPS) for life orientation is one half-yearly examination for each grade in the Intermediate Phase and Senior Phase.

Scope and Cognitive levels: When setting an examination, two critical issues should be considered, namely the appropriate content taught during the specific term(s) for the grade, and diverse questions that require different cognitive

BLOOM'S TAXONOMY – HOW TO DEVELOP QUESTIONS

Questions for the revised bloom's taxonomy

LEVEL 1 REMEMBERING		LEVEL 2 UNDERSTANDING		LEVEL 3 APPLYING	
Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers		Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas		Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in different ways	
Key words	Questions	Key words	Questions	Key words	Questions
choose	What is ...?	classify	How would you classify the type of ...?	apply	
define	Where is ...?	compare		build	How would you use ...?
find	How did ____ happen?	contrast	How would you compare ...? Contrast ...?	choose	What examples can you find to ...?
how	Why did ...?	demonstrate		construct	
label	When did ...?	explain		develop	
list	How would you show ...?	extend	Will you state or interpret in your own words ...?	experiment with	How would you solve ____ using what you've learned ...?
match		illustrate		identify	
name	Who were the main ...?	infer	How would you rephrase the meaning ...?	interview	How would you organize ____ to show ...?
omit		interpret		make use of	
recall	Which one ...?	outline			
relate	How is ...?	relate	What facts or ideas show	model	How would you show your understanding of

select	When did ____ happen?	rephrase	...?	organize	...?
show	How would you explain ...?	show	What is the main idea of ...?	plan	What approach would you use to ...?
spell	How would you describe..?	summarize	Which statements support ...?	select	How would you apply what you learned to develop ...?
tell	Can you recall ...?	translate	Can you explain what is happening ...?	solve	What other way would you plan to ...?
what	Can you select ...?		What is meant ...?	utilize	What would result if ...?
when	Can you list the three ...?		What can you say about ...?		Can you make use of the facts to ...?
where	Who was ...?		Which is the best answer ...?		What elements would you choose to change ...?
which			How would you summarize ...?		What facts would you select to show ...?
who					What questions would you ask in an interview with ...?
why					

LEVEL 4 - ANALYZING		LEVEL 5 - EVALUATING		LEVEL 6 - CREATING	
Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.		Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.		Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.	
Key Words	Questions	Key Words	Questions	Key Words	Questions

analyze	What are the parts or features of ...?	agree	Do you agree with the actions...? With the outcome...?	adapt	What changes would you make to solve ...?
assume		appraise		build	
categorize		assess		change	
classify	How is ___ related to ...?	award	What is your opinion of ...?	choose	How would you improve ...?
compare	Why do you think ...?	choose	How would you prove ...? Disprove...?	combine	
conclusion		compare		compile	What would happen if ...?
contrast	What is the theme ...?	conclude		compose	
discover		criteria	Can you assess the value or importance of ...?	construct	Can you elaborate on the reason ...?
dissect	What motive is there ...?	criticize		create	
distinguish	Can you list the parts ...?	decide		delete	Can you propose an alternative...?
divide		deduct	Would it be better if ...?	design	
examine	What inference can you make ...?	defend		develop	Can you invent ...?
function		determine	Why did they (the character) choose ...?	discuss	
inference	What conclusions can you draw ...?	disprove		elaborate	How would you adapt ___ to create a different ...?
inspect		dispute	What would you recommend...?	estimate	
list		estimate		formulate	
motive	How would you classify...?	evaluate	How would you rate the ...?	happen	How could you change (modify) the plot (plan) ...?
relationships		explain		imagine	
simplify	How would you categorize...?	importance	What would you cite to defend the actions ...?	improve	
survey		influence		invent	What could be done to minimize (maximize) ...?
take part in	Can you identify the different parts ...?	interpret	How could you determine...?	make up	
test for		judge		maximize	
theme	What evidence can you find ...?	justify	What choice would you have made ...?	minimize	What way would you design ...?
	What is the relationship	mark		modify	
		measure	How would you prioritize ...?	original	What could be combined to improve
		opinion	What judgment	originate	

	<p>between ...?</p> <p>Can you distinguish between ...?</p> <p>What is the function of ...?</p> <p>What ideas justify ...?</p>	<p>perceive</p> <p>prioritize</p> <p>prove</p> <p>rate</p> <p>recommend</p> <p>rule on</p> <p>select</p> <p>support</p> <p>value</p>	<p>would you make about ...?</p> <p>Based on what you know, how would you explain ...?</p> <p>What information would you use to support the view...?</p> <p>How would you justify ...?</p> <p>What data was used to make the conclusion...?</p> <p>What was it better than?</p> <p>How would you compare the ideas ...? People ...?</p>	<p>plan</p> <p>predict</p> <p>propose</p> <p>solution</p> <p>solve</p> <p>suppose</p> <p>test</p> <p>theory</p>	<p>(change) ...?</p> <p>Suppose you could ____ what would you do ...?</p> <p>How would you test ...?</p> <p>Can you formulate a theory for ...?</p> <p>Can you predict the outcome if ...?</p> <p>How would you estimate the results for ...?</p> <p>What facts can you compile ...?</p> <p>Can you construct a model that would change ...?</p> <p>Can you think of an original way for the ...?</p>
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Bloom's Taxonomy Question Stems

<u>REMEMBERING</u>	<u>UNDERSTANDING</u>	<u>APPLYING</u>	<u>ANALYZING</u>	<u>EVALUATING</u>	<u>CREATING</u>
<p>What happened after...?</p> <p>How many...?</p> <p>What is...?</p> <p>Who was it that...?</p> <p>Can you name...?</p> <p>Find the definition of ...</p> <p>Describe what happened after...</p> <p>Who spoke to...?</p> <p>Which is true or false...?</p> <p>Where is...?</p> <p>Which one...?</p> <p>When did...?</p> <p>Who were the main characters?</p> <p>Describe the setting.</p> <p>Can you tell three...?</p> <p>When did _____ happen?</p>	<p>Can you explain why...?</p> <p>Can you write in your own words...?</p> <p>How would you explain...?</p> <p>Can you write a brief outline...?</p> <p>What do you think could have happened next...?</p> <p>Who do you think...?</p> <p>What was the main idea?</p> <p>Can you clarify...?</p> <p>Can you illustrate...?</p> <p>Does everyone act in the way that _____ does?</p> <p>How would you compare/contrast...?</p> <p>What is meant by...?</p> <p>Retell the story.</p> <p>How did the character feel about...?</p> <p>Explain what is happening when the</p>	<p>Do you know of another instance where...?</p> <p>Can you group by characteristics such as...?</p> <p>Which factors would you change if...?</p> <p>What questions would you ask of...?</p> <p>From the information given, can you develop a set of instructions about...?</p> <p>What examples can you find to support...?</p> <p>Think of a situation that occurred to a person in the selection and tell</p>	<p>Which events could not have happened?</p> <p>If _____ happened, what might the ending have been?</p> <p>How is _____ similar to _____?</p> <p>What do you see as other possible outcomes?</p> <p>Why did ... changes occur?</p> <p>Can you explain what must have happened when...?</p> <p>What are some of the problems of...?</p> <p>Can you distinguish between...?</p> <p>What were some of the motives behind...?</p> <p>What was the turning point?</p> <p>What is the theme of...?</p> <p>What motive is there...?</p> <p>What conclusions can you draw</p>	<p>Is there a better solution to...?</p> <p>Judge the value of _____. What do you think about...?</p> <p>Can you defend your position about...?</p> <p>Do you think _____ is a good or bad thing?</p> <p>How would you have handled...?</p> <p>What changes to _____ would you recommend?</p> <p>Do you believe...?</p> <p>How would you feel if...?</p> <p>How effective are...?</p> <p>What are the consequences...?</p> <p>What influence will _____ have on our lives?</p> <p>What are the pros and cons of...?</p>	<p>If you had been _____, what would you have done differently?</p> <p>How many ways can you think of to...?</p> <p>Predict what would be true if _____.</p> <p>How can you explain...?</p> <p>Hypothesize what would happen if ...</p> <p>How would you improve...?</p> <p>What changes would you make to...?</p> <p>Suppose you could</p>

<p>How did the story end?</p>	<p>author says... Explain why the story has the title that it does. Look at the picture. Explain what happened before and after the picture.</p>	<p>what you would have done. What would result if...? Using what you know, how would you solve...? What would you do if you could go to the place where the main character lived? If you had to cook a meal for the main character, what would you make? Write/tell what you have learned and how you can use this information in your life.</p>	<p>about...? How would you classify/categorize...? What inferences can you make...? What was the problem with...? What was the funniest part? What was the most exciting part? What was the saddest part? Distinguish between two facts and opinions. What would be a good title for this story?</p>	<p>Why is ___ of value? What are the alternatives? Who will gain and who will lose? Compare two characters in the selection. Who was a better person and why? Which character would you most like to spend the day with and why? Do you agree with the actions of...? What choice would you have made about...? What data was used to make the conclusion?</p>	<p>_____. What would you do? How would you rewrite the selection from _____'s point of view? Can you design a ... to...? Can you see a possible solution to...? If you had access to all resources, how would you deal with...? Why don't you devise your own way to...? What would have happened if...? How many ways can you...? Can you create</p>
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					<p>new and unusual uses for...?</p> <p>Can you develop a proposal which would...?</p>
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DIAGNOSTIC ANALYSIS

The following instrument could be used by the teacher to analyse the results of the mid-year and/or end of year examination.

Purpose:

- Analyse question by question.
- Performance of learners in each question.
- Weak and strong areas in teaching and learning.
- Assist in the intervention strategies.

SUBJECT: LIFE ORIENTATION

GRADE:

DATE:

FORMAL ASSESSMENT: EXAMINATION

No	Name	Q 1	Q 2	Q 3	Q 4	Q 5	Tot
	Total	20	15	10	10	15	70
1	Learner A	10	7	6	6	2	31
2	Learner B	2	7	5	3	1	18
3							
	Total	12	14	11	9	3	
	Average %	30%	750%	50.1	40.2	20.1%	

Comments: (Example)

1. Learners fared the worst in question 5 that dealt with world of work
2. 50% of learners showed their awareness of HIV prevalence in the country
3. Learners did not respond very well in the short question, which was a higher level questions

Recording sheet: intermediate phase gr: 4-6

SUMMARY MARK SHEETS- ANNUAL COMPOSITE

SCHOOL: _____ SUBJECT: LIFE SKILLS

GRADE (CLASS): _____ NUMBER OF LEARNERS: _____ TEACHER: _____

	Term 1				Term 2				Term 3				Term 4				TOTAL ALL 4 TERM MARKS AND DIVIDE BY 4 TO GIVE YOU A MARK OUT OF 100						
	PSW	PET	CAT	TOTAL																			
Total marks	30	30	40	100	30	30	40	100	30	30	40	100	30	30	40	100	100	YEAR MARK	14	100	X4=400/4	= 100	
Form of Assessment																							
Date																							
SURNAME, FIRST NAMES																							
1																							
2																							
3																							
4																							
5																							
6																							
7																							
8																							
9																							
10																							

Principal signature: _____

Departmental official signature: _____

MODERATION

WHAT IS MODERATION

Moderation is the quality assurance process.

The purpose of moderation is to provide assurance that assessment is fair, valid and compliant with national standards, and that the assessors are making consistent judgments about learner performance. Moderation also helps to improve assessment practices.

Moderation is a means of ensuring that the collection, analysis/interpretation, recording and reporting of assessment evidence and/or results takes place in accountable and transparent ways

With regard to moderation at school level it could take place at classroom level, with the educator acting as moderator; at grade, subject or learning area level, with the Head of Department assuming the role of moderator, or at provincial/national level, with duly appointed chief markers moderating the quality of external markers.

At classroom level the educator/s teaching a particular subject/learning area could check/moderate whether or not learners judged their own or their peers' performance fairly and objectively during self- or peer assessments. In this case the teacher would moderate the results of self- and peer assessments at the end of the period or day on which these took place and, if

Required to do so, make the necessary adjustments in consultation with the learners involved.

At subject, grade or learning area level, the subject head or Head of Department would typically moderate end-of-term and end-of-year assessment instruments, processes and results with a view to ensuring that learners in the same grade are assessed fairly and with equal rigor.

Moderation of grades is most successful when:

- it is collaborative;
- involves open and transparent communication among assessors;
- provides constructive feedback and professional support.

INTERMEDIATE PHASE

Personal Social and Well-Being

GRADE 4

TERM 1

LIFE SKILLS: DESIGN AND MAKE

MARKS: 30

DURATION: 1 WEEK

Topic: Development of the self

Recent research by Human Research Science Council (HRSC) shows that many South Africans are obese. This is due to unhealthy eating habits and lack of regular exercise.

This task is aimed at enabling learners to show their understanding of the difference between good and bad habits, respect and care for their own body and dealing with conflict.

1. Design and make a book that you can use to read for enjoyment. The contents of your book should be as follows:

Instructions on designing the book

- (a) Use a 32 page exercise book, divide it into TWO parts/columns(A5)
- (b) Label / give the name of your book (2)
- (c) Identify your two weaknesses (2)
- (d) Think about one of your friend's strengths and how his or her strength can assist you (2)
- (e) Identify and explore your three strengths (3)
- (f) How do you use your strengths to achieve your successes (2)
- (g) Indicate three ways that can help you overcome your weaknesses (3)
- (h) How can you use your strength to avoid or prevent conflict amongst your friends (2)
- (i) What strategies are useful to avoid conflict situations at home and at school (2)
- (j) Describe how you use different responses to conflict situations (2)

(20)

2. Who is your role model and how would you describe him or her

- (a) Find a picture of your role model (2)
- (b) Give two positive qualities of your role model. (2)
- (c) Read an article about your role model. List your role model's strengths and weaknesses (6)

GRADE 4 DESIGN AND MAKE

MEMO

- 1b. Proper labelling of book (2)
 - c. Any 2 weaknesses eg. (laziness, aggression etc) (2)
 - d. Hard working at school: friend can motivate you to improve your results (2)
 - e. Kind, honest, supportive (3)
 - f. Use your strengths to build positive human relationships (2)
 - g. Work hard, consult professionals to help you curb aggression, set goals in life (3)
 - h. Use your kindness and honesty to create harmony with your friends (2)
 - i. Follow the rules and regulations that have been set by your parents/guardians and teachers (2)
 - j. Be a good listener and respond to the conflict in a calm manner (2)
-
- 2 a. Use magazines, newspapers , internet to find pictures of your role model (2)
 - b. List any two positive aspects of your role model (eg., humanitarian, generous, respectful) (2)
 - c. Find any article on your role model and list the role model's strengths and weaknesses (6)

TOTAL MARKS [30]

GRADE 4 - CASE STUDY

Sibusiso Vilane reached the top of Mount Everest, the highest mountain in the world. He and his climbing team walked through ice and snow to reach the top. It was very difficult and it took them weeks to get there. Only the fittest and strongest people can survive this climb.

Before he climbed Mount Everest, Sibusiso spent months getting fit and strong. He started by making himself a strict plan. To build up his strength and energy he ate only healthy foods like oranges, spinach, carrots, mealies, maas, whole wheat bread, eggs, chicken, fish and beans. .At the same time he started running every day. This made him strong.

Study&Master pg 24

QUESTIONS

1. What is the name of the highest mountain in the world?

_____ (1)

2. List four types of healthy foods he ate.

2.1 _____

2.2 _____

2.3 _____

2.4 _____ (4)

3. What made it difficult for them to reach the top?

_____ (2)

4. Describe three things Sibusiso did to get fit and strong.

4.1 _____

4.2 _____

4.3 _____ (6)

5. Do you think Sibusiso achieved his goal? Explain your answer.

_____ (2)

MEMORANDUM

1. Mount Everest (1)
2. Oranges, spinach, carrots, mealies, maas, whole wheat bread, eggs, chicken, fish and beans. Any FOUR (4)
3. They had to walk through ice and snow. (2)
4. 4.1 He drew up a strict plan.
4.2 He started running every day
4.3 He ate only healthy food. (6)
5. Yes, he reached the top of Mount Everest, the highest mountain in the world, as he had planned. (2)

TOTAL (30)

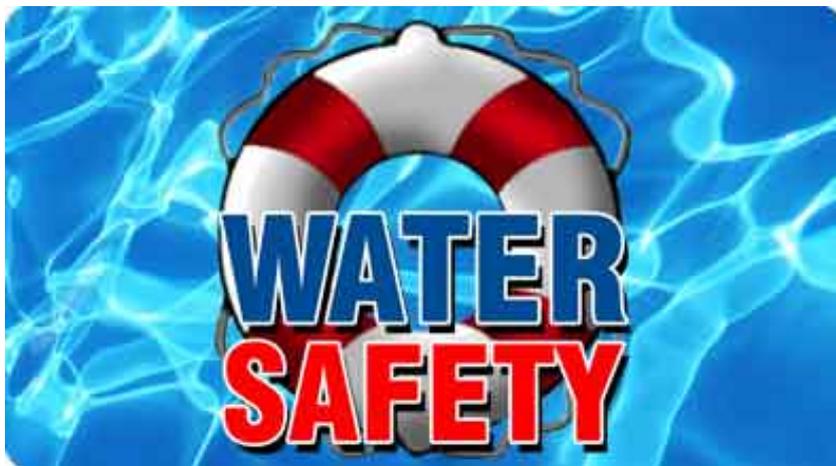
PROJECT

Term 3

Life Skills

Grade 4

Dangers in and around water.



PROJECT FOR GRADE 4

TERM 3

DANGERS IN AND AROUND WATER.

Important notes to remember

- Design a cover page for the project. It must include your name, title and date.
- You will collect information about the topic of your project outside class time.
- Use books, internet, magazines, newspapers, etc.
- You will complete the project during class time.
- The assessment criteria will be discussed with you.
- You will answer questions

- You will make a poster
- You will do an oral presentation.

Instructions

- Collect **THREE** articles out of newspapers/magazines/internet, etc.) These articles must be on dangerous incidents in and around water.
 1. Use your articles to describe what and how it happened.
 2. Could these incidents have been prevented? Explain how you think they could have been prevented. (Safety measures)
 3. Write down three other dangers that could happen in and around water.
 4. Design a poster to show **one** danger in and around water and how to prevent it. Include illustrations/drawings or pictures.
 5. **Oral presentation:** Use one of the articles you have collected and present it to the class. (Describe what and how it happened. How could it have been prevented).
- Be audible
- Keep eye contact with the audience

Rubric Grade 4 Project

Assessment criteria

Criteria				Marks
1. Design of front page. Neatness of project	1-2 Front page not well designed, without title and date	3-4 Front page well designed with name and date	5 Excellent designed with name, title and date	
2. Collected articles	1 Collected only one article or a picture	2 Collected two articles or pictures	3 Collected three or more articles or pictures.	
3. Designing of a poster.	1-2 Poor illustrations or pictures without suitable descriptions	3 Satisfactory illustrations or pictures with suitable descriptions	4-5 Excellent/appropriate illustrations or pictures with suitable descriptions.	

4. Oral presentation	1 Poor oral presentation with limited eye contact and audibility	2-3 Well presented with moderate eye contact and audibility.	4-5 Very well presented with good eye contact and audibility	
5. The description and explanation on safety and drowning (3 articles)	1-3 Poor description and explanation.	4-5 Satisfactory description and explanation.	6-9 Excellent description and explanation.	
6. Name 3 other dangers in and around water	1 Only named one (1) danger	2 Could name two (2) dangers	3 Named all three (3) dangers	
TOTAL				(30)

GRADE 5

Case Study Grade 5

Read the case study above that shows you how important **feedback** is.

Thami's group

The Grade 5's in Mrs Moyo's class had a group assignment to do. Thami was elected leader of his group. His job was to see that everyone did their bit properly. Then he would put it all together at the end. Every day, Thami checked up on what the others were doing. He was too embarrassed to tell Melinda and Vusi that they were completely on the wrong track. He could see that George and Lindy were not doing anything at all. He thought that David was much cleverer than him, so he didn't check his work at all. The day before the assignment was due, everyone gave their work to Thami. He was shocked to see that none of it fitted together. Some of the information was completely wrong. He went into a panic. Thami spent the night doing the whole assignment again on his own.

Life Skills Study & Mater p 12 Grade 5

Questions

1. When you give feedback to other people, always try to give it in a _____ way. (1)
2. People who receive feedback in a _____ way miss out on an opportunity to improve. (1)
3. Describe the 2 types of feedback. (4)
4. What is the meaning of **embarrassed**? Explain (2)
5. Explain what **panic** is. (2)
- 5.1 Why did Thami go into a state of panic? (3)
6. What do you think Melinda and Vusi felt when they saw Thami had redone their work? (2)
7. How could Thami have helped Melinda and Vusi to succeed as well. Suggest 3 positive ways. (3)
- 8.1 How do you think George and Lindy felt about their work being redone? (2)
- 8.2 What feedback would you have given to George and Lindy? (2)

- 9.1 Do you think Thami has a positive or negative self-esteem? (3)
Explain your answer.
- 9.2 How do you think David felt when he saw his work was not included (2)
10. What feedback do you think the teacher gave Thami who was the group leader?
Motivate your answer (3)

Total 30

Memorandum

1. positive way. (1)
2. negative way (1)
3. Positive and negative feedback (2)
Positive feedback: Makes you feel good and gives confidence. It gives ideas on ways to improve. It makes you feel that you have done well. Any 2 facts. (4)
Negative feedback does not always help you to improve. It makes you feel like a failure. (2)
4. It is to feel ashamed or shy (2)
5. It is a feeling of fear that prevents you to think clearly. (2)
- 5.1 Because he was shocked to see that nothing fitted together and that some of the information was completely wrong. (3)
6. They were shocked to see that they were completely on the wrong track and did all their work for nothing. (3)
7. He could have told them that they were on the wrong track (3)
- 8.1 They were very glad the work was done for them. They received marks for doing nothing. (2)
- 8.2 I would recommend to them to start working because they would not receive any marks for work not done. (2)
- 9.1 He has a negative self-esteem because he thought David was more clever than him therefore he did not include his work. He did not have the confidence to tell Melinda and Vusi that they were on the wrong track. He also did not reprimand George and Lindy to start working. (3)

9.2 David was upset because he felt excluded and thought it was not fair that his hard work was not taken into consideration.

(2)

10. The teacher said as a group leader you are not supposed to do all the work yourself.

You must not be afraid to tell people to do their work. You must have confidence to correct a person if he or she is doing the wrong work.

You must have confidence in yourself as a leader, to improve your self- concept.

(4)

Total 30

Healthy eating for children

Life Skills

Grade 5

Project

Carbohydrates These starchy foods give us energy and warmth.



Name: _____

Date: _____

INSTRUCTIONS:

1. Do the following:
 - 1.1 Collect pictures, pamphlets, advertising leaflets and information about the different kinds of food
 - 1.2 Cut out a large circle on a piece of paper and divide it according to the five main food groups, showing the amount of each type of food you need to eat.
 - 1.3 Cut **TWO (2)** pictures of each food group you collected from the magazines, pamphlets and advertising leaflets and stick them in the correct places on the circle.
 - 1.4 Collect and interpret **TWO (2)** different types of food labels.
 - 1.5 Illustrate the nutritional information as it appears on the labels
 - 1.6 Of the two food labels, which one would you recommend for human consumption? Explain your answer.
 - 1.7 Discuss **FIVE (5)** of the South African food-based dietary guidelines.
 - 1.8 What could influence children to eat the way they do? Write a paragraph of five lines.

	CRITERIA	TOTAL	
1	Collection of pictures, pamphlets and information about food	2	
2	Cutting and division of five main food groups on the circle.	2	
3	Cutting and sticking of two pictures according to food groups	2	
4	Collection of two food labels	2	
5	Illustration of nutritional information	4	
6	Interpretation of food labels and recommendation for human consumption	4	
7	Discussion of five South African food-based dietary guidelines	10	
8	Influences on children's choices of particular foodstuffs	4	
	TOTAL	30	

Life Skills

Term 1

Grade 6: Formal Assessment Task

30 Marks

Assignment

Conflict Resolution



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Peter

Marion

John

Study the picture above and answer the following questions:

1. What do you think is happening in the picture? Motivate.

(3)

.....

.....

.....

.....
2. What is your understanding of conflict resolution? Explain by writing your answer in a full sentence.

(2)

.....
.....
.....
.....

3. What is Marion's role? Write your answer by completing the sentence below.
She is a _____

(2)

.....
.....
.....
.....

4. What is the first peace-keeping skill that Marion will ask of John?

(2)

.....
.....
.....
.....

5. What are the possible steps for mediation that Marion will follow?

(4)

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6. What are the qualities that Marion must have as mediator? (5)

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7. If you catch someone stealing your calculator, how would you apply the skills of problem solving in this situation?

(4)

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.....

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.....

8. Describe one example of peer pressure in the classroom or outside on the playground. Explain how you will respond to it.

(3)

.....
.....
.....
.....

9. Define the following terms:

Abilities.....

Interest.....

Potential.....

10. In two sentences explain how your abilities, interest and potential influence your positive self-esteem or body image.

.....
.....
.....
.....

11. How do media and society influence your positive self-esteem?

.....
.....
.....
.....

(5)

Total: 30 marks

MEMORANDUM

1. Description of the picture

Marion is trying to help resolve the conflict between the two persons/help the two persons solve a problem. (√) 1

Motivation: John and Peter appears to have a difference (√); John seems angry and Peter seems displeased (√) 2

3 marks

2. What is your understanding of conflict resolution? Explain by writing your answer in a full sentence.

Conflict resolution is the process of solving a problem (√) during which two people or parties find a solution that both sides are happy with or accept. (√)

OR

Conflict resolution is the process during which two people or parties find a solution to a problem that both sides are happy with or accept. (√√)

Marking guidelines: (Only √ I mark for no full sentence)

2 marks

3. What is Marion's role?

Complete the sentence:

She is a mediator (√) and works with both sides to find a solution / sort out

Differences (√) 2

2 marks

4. What is the first peace-keeping skill that Marion will ask of John?

Marion will ask John to calm down / to listen to Peter / to be serious about solving the problem. (√√) 2 marks

5. What are the possible steps for mediation that Marion will follow?

- Marion will explain why the mediation is taking place and call John and Peter to listen and respect one another/to be calm. (√)
- Each person will be allowed to say what the problem is/tell their side of the story. (√)
- Each person gets a turn to state the problem as they think the other person sees it. (√)
- (Marion, the mediator, then identifies the key issues)
- Peter and John will discuss the issues and try to reach an understanding (√)
- Marion will allow the two persons to continue negotiation until they find a solution both sides are happy with or accept /reach an agreement. (√)

Marking guidelines : (5 correct steps)

5 marks

6. What are the qualities that Marion must have as mediator?
- Is dependable and can be trusted (✓)
 - Respects others (✓)
 - Is sensitive to each party's feelings (✓)
 - Allows both sides to tell their story;/is fair (✓)
 - Works towards a solution (✓)
 - (Is serious about solving a problem/responsible; takes responsibility for own actions)

Marking guidelines: accept any other relevant answer

5 marks

7. If someone steals your calculator, how would you apply the steps of problem-solving in your own life?
- I would firstly calm down. (✓)
 - Ask a neutral person to mediate the conflict and try to reach an understanding (✓)
 - Do the mediation in a private space/ (be respectful towards the other person's feelings) (✓)
 - Explain the problem and listen to the other party's response (✓)
 - Request that the other person returns the calculator and try to reach an understanding /forgive the other person/thank him(✓)

5 marks

8. Describe one conflict situation in the classroom or outside on the playground. You are the mediator; explain how you will resolve the conflict.

Description of a conflict situation (2).

Steps to resolve the conflict where the learner is the mediator (4)

Marking guidelines: (Accept any description of a conflict situation in the classroom or outside on the playground where the learner is the mediator and explains the appropriate steps to resolve the conflict.)

Possible answer:

Description of a conflict situation: Caryn and Siphwe are my friends and classmates. They argued on the playground during interval. They shouted unkind words loudly at one another. Now their friendship is over and I really long that the three of us will be together again. (✓✓)

Steps to resolve the conflict:

1. I will tell both that they are special to me and to one another/Show care/Speak to both to co-operate and resolve the difference. (√)
2. Ask each one to say what the problem is that caused them to say such unkind words to one another/tell their side of the story. (√)
3. Ask each one to state the problem as they think the other person sees it. (√)
4. Allow Caryn and Siphwe to continue negotiation until they find a solution both sides are happy with or accept /reach an agreement/forgive each other. (√)

6 marks

Total: 30 marks

EXAMPLES OF CASE STUDIES; GRADE 6

CASE STUDY 1

1.

Dintle and peer pressure:

Dintle is in Grade 10. He lives with his mother Maria on the Cape Flats in a place called Helshoogte. Dintle's father got involved in a fight between two gangsters and was fatally wounded.

Dintle's mother is worried that he may also get involved in one of the many gangs that rule the Cape Flats. She makes sure that he attends school. He is doing well at school and his teachers are proud of him.

Every afternoon, on their way home, he and his two best friends, Herklaas and Sipho, have to pass a smuggle house, from where tik is distributed. A lot of their class mates act as drug pedlars for gang leaders. Therefore they have money to buy brand name clothes, new cell phones and other luxuries. They are also very popular at school.

As time passes Dintle started to notice that Herklaas and Sipho are avoiding him. They no longer wanted to walk home with him. Their school work started to deteriorate. He saw Herklaas had bought a new cell phone. They also carried knives with them.

When Dintle confronted his friends they told him that they had joined a gang and are pedalling tik for them. They also told him that they felt they had no choice but to join, as some of the gang members threatened them and their families.

Sipho asked Dintle to also join their gang. Herklaas told Dintle that they are now proud of their status. He also pointed out to Dintle that if Dintle joins the gang, he will also be popular and have money to buy nice things.

Although Dintle became afraid that the gang would also threaten him and his mother, he decided to discuss the matter with his teacher, his mother and his pastor. They gave him good advice. Dintle is still doing well at school. He has not joined any gangs.

Questions:

1. What are peers? (1)
 2. Who are the peers in this story? (3)
 3. Give a definition for peer pressure. (2)
 4. Who is subjected to peer pressure in this story? (3)
 5. Why is Dintle's mother worried about him? (1)
 6. List four things Dintle noticed that made him suspicious about his friends. (4)

 7. Who could not resist peer pressure in this case study? Explain why you think they could not resist. (5)
 8. What frightened Dintle? (1)
 9. How did Dintle decide to deal with his problem? (3)
 10. What advice do you think Dintle received to deal with peer pressure? (4)
 11. Write three sentences about positive peer pressure. (3)
- Total = 30

Memorandum: Case Study Grade 6

Memorandum 1

1. Your peers are all the people of your own age. (1)
2. Dintle, Herklaas, Siphon and class mates. (any three) (3)
3. Peer pressure is when others your age persuade you to do things. (2)
4. Dintle, Herklaas and Siphon. (3)
5. She is worried that he may get involved in one of the many gangs. (1)
- 6.1 They did not want to walk home with him
- 6.2 Their school work deteriorated.
- 6.3 Herklaas bought a new cell phone.
- 6.4 They carried knives. (4)
- 7.1 Herklaas and Siphon. (2)
- 7.2 They could not resist because:

- 7.2.1 the gang threatened their families. (1)
- 7.2.2 they wanted to become popular. (1)
- 7.2.3 they wanted to have money to buy nice things . (1)
8. He got frightened because he thought that the gang would also threaten his mother and him. (1)
9. He decided to discuss the matter with his pastor, his teacher and his mother. (3)
- 10.1 To find friends that think like him. (1)
- 10.2 Never take part in bullying. Simply refuse to take part. (1)
- 10.3 Speak up if you have to. (1)
- 10.4 Learn to say no. (1)
- 11.1 This is when others encourage you to do things in your best interest. (1)
- 11.2 Friends encourage healthy values, positive attitudes and actions. (1)
- 11.3 They may also help you to do things you would not have the courage to do yourself. (any three) (1)

GRAND TOTAL: 30

CASE STUDY 2

2. Cathy's passion could save lives:

Cathy has always loved dogs. As a baby her favourite soft toys were always dogs or puppies. When she was just six years old, she helped to rescue a lost dog and nursed him back to health. She also made friends with a guide dog working in her area. She was amazed. How could a dog know how to get her blind handler to work and back home safely each day?

Cathy wanted to find out more. She read library books on service dogs and spent hours searching for information on the internet. This is how she first came across search and rescue dogs. These dogs used their fantastic sense of smell and hearing to find lost children and people trapped in disasters like fires, landslides or earthquakes. Now this was very interesting! She wanted to be involved and believed that she would be able to do it.

During the holidays, she volunteered at an organization training search and rescue dogs. She sometimes had to hide quietly for hours while the dogs learned to find her. Cathy found it so exciting and everyone soon realized that she was also very good at training the dogs. She loved them and they felt this and would do incredible things just to please her.

Cathy has just got a dog of her own. She spends her free time training him as a search and rescue dog. She is really good at it and in a few years' time, they will both be able to help in any emergency situations.

1. When did Cathy first become interested in dogs? (1)
2. How did she find out more about service dogs? (2)
3. How did she become involved in training dogs? (2)
4. Why do you think she is good at training dogs? (2)
5. Explain what Cathy did to develop her interest. (2)
6. Do you think Cathy has an idea about the kind of career she would like to follow one day? Motivate your answer. (3)
7. Copy and fill in the table below to create an action plan for yourself in order to develop your own potential.

Action plan to develop interests and abilities			
Ideas	1	2	3
My interests and abilities			
What can I do to develop these?			
What do I need to develop these?			
Where can I get help from?			

(12)

8. Discuss three opportunities that could help you achieve your goal. (6)

GRAND TOTAL: 30

Memorandum: Case Study 2

1. When she was six years old she rescued a dog and nursed it back to health. (1)

2. She read library books and used the internet to find information on service dogs. (2)

3. She volunteered at an organization that trains service and rescue dogs. (2)

4. She loves the dogs and they would do incredible things to please her. (2)

5. She volunteered to work for an organization that trained rescue- and service dogs. She trained her own dog to become a service dog. (2)

6. Yes. She wants to work with and train dogs. She loves dogs. She found it interesting that dogs can use their senses to rescue people. (3)

7.

Action plan to develop interests and abilities			
Ideas	1	2	3
My interests and abilities	Soccer, netball (etc.)	Music, dancing (etc.)	Reading, drawing, (etc.)
What can I do to develop these?	Practice often, watch games on TV/ at stadia, remind myself of what I want to do every day, (etc.)	Practice often, believe in myself, join a choir (etc.)	Visit library, put more effort into it, don't give up, (etc.)
What do I need to develop these?	Attend soccer clinics, resources (ball, coach, sports field, etc.)	Musical Instruments, radio, video, etc.	Books, internet, magazines, drawing books, drawing apparatus, etc.
Where can I get help from?	Teacher, coach, DVD's, etc.	Music teacher, choreographers, etc.	Teacher, internet, library, etc.

(12)

8.

- Be responsible for my own actions.
- Look for relevant people to provide help where necessary
- Enjoy and believe in myself, even when I am doing something difficult
(Any correct answers in relation to learners' specific goals.)

(6)

TOTAL= 30

GRADE: 6
SUBJECT: LIFE SKILLS (PSW)
Formal Assessment Task 3
TERM THREE

Name: _____

Class: _____ Date: _____

School: _____ Teacher: _____

FAT	Activity/Form	Learner's mark	Learner's %
PSW	Project		
TOTAL		30	100%

Life Skills

Grade 6

Project

3 Term



Instructions:

1. This is a project for the 3rd term.

Read the questions carefully as it contains the instructions for this project.

2. You have to find the information and bring it to class. You will complete your project in class.
-

Activity 1

Find pictures of possible acts of cruelty to different types of animals, use the pictures



to make a poster on an A 4 paper. Your pictures should:

- Tell a clear story about cruelty to animals, and
- How such cruelty can be prevented.

12 marks

Activity 2

Interview

Pay a visit to the SPCA and gather the following information:

Use the questions below to interview any relevant person at the SPCA:



2.1 What is the meaning of the word SPCA?

.....

.....

.....

2.2 What is the telephone number of this SPCA?

.Telephone number:

What is the address :

.....

.....

.....

.....

.....

2.2 What are your daily routines here at the SPCA?

.....

.....

.....

.....

2.3 Find out the following:

2.3.1 How does the SPCA deal with stray and sick animals?

.....

.....

.....

.....

.....

10 marks

2.3.2 Find out who works at the SPCA.

Identify at least three possible careers that people follow at the SPCA. Write your answer in this block: Mention any two.

1.

2.

3.

Question 3

1. When walking in your community do you see any stray animals? How many dogs and cats do you see in your environment? Complete the following survey.

A survey is information that you gather in order to make important decisions.

Look at the picture of the dog below, it looks like the dog has been neglected. See whether you can find animals in your community that are neglected. Use the following form to capture your information (data = it is information that you gather to inform you about a situation)



Survey on animals in my community/ vicinity

Date of the observation:

Observation schedule

Date of observation						Comments on the condition of the animal
Location where the animal/s were seen.						
How many did you see? Mark with x	1	2	3	4	More	
What type of animal did you see:						
Dogs						
Cats						
Chickens						
Donkeys						
Other: Specify						

Total 30 marks

Bibliography:

- www. wikipedia
- www.AnimalCare.com
- KAWS Kleinmond Animal Welfare Society

Memorandum

Question 1

	Poor	Need improvement	Good	Excellent	
	1	2	3	4	
Different types of animals	Learner provided just one picture of an animal	Learner provided just two pictures of animals	Learner provided 3-4 pictures of animals	Learner provided just 5 -8 pictures of an animal	
Tell a clear story about cruelty to animals	The story told by the learner is irrelevant, does not address cruelty to animals	The learner has an idea about cruelty to animals, but has provided a vague story on cruelty to animals	The learner has a good idea about cruelty to animals and has provided a good story on cruelty to animals	The learner has an excellent idea about cruelty to animals and has provided an excellent story on cruelty to animals	
How can such cruelty be prevented	The learner does not understand how cruelty to animals can be prevented	The learner has some understanding of how cruelty to animals can be prevented	The learner has a good understanding of how cruelty to animals can be prevented	The learner has an excellent understanding of how cruelty to animals can be prevented	

- Any five pictures depicting animals that are neglected.

10 marks

Question 2

Interview answers

1.1 Write out the full name of the above abbreviation

SPCA- Society for the prevention of cruelty to animals

2 marks

2.2 Where will you find the nearest SPCA?

Write down:

- Telephone number: Factual number depending on the area. (2 mark)
- Address: Depending on the area (2 mark)

2.3 What is the main task of the SPCA?

To protect animals

To feed the animals

(2 marks)

Find out the following:

How does the SPCA deal with stray animals?

- They hold animals in safe keeping
- They care for animals that are astray

(2 marks)

10 marks

Three possible careers at the SPCA (Any two)

- Veterinarian
 - Veterinarian assistant
 - Animal feeders
- Any other relevant options

Question 3

Answer the following questions;

The successful completion of the survey schedule (10 marks)

Date of observation						Comments
Location where the animal/s was seen.	✓					
How many did you see? Mark with x	1	2	3	4	More	
What type of animal did you see:						
Dogs						
Cats						
Chickens						
Donkeys						
Other: Specify						
	✓					

4.1 What are the most common animals that you have observed?

- Dogs
- Cats (2 Marks)

4.2 Where do these animals come from? Which area?

- Naming of the location (2 marks)

4.3 What is the condition of these animals?

- Hungry
- Thin and neglected
- Sick etc.

(2 marks)

4.4 Why are these animals running astray? Give one possible reason.

- No owners
- They were abandoned by their owners
- Runaway animals due to fire crackers, thunder claps, etc.

(2 marks)

4.5 Say how you will address this problem in one sentence

- People should love animals
- People should care for animals
- People that cannot care for animals should hand them over to others including the SPCA.

(2 marks)

Total 10 Marks

5. Solutions

- animal lovers should have a license for their animal
- All animals should be registered and owners should be accountable for their animals.
- Animal education should be done in schools etc.

Any other relevant fact.

Total: 30 marks

Creative Arts

Term 1

Visual Arts: Grade 4

Topic: Visual literacy

- ❖ Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the human body in action.
- ❖ Observe and discuss visual stimuli in photographs and real objects to identify and name contrasts in images of the human body in action.
- ❖ Apply learning to own work.

- Visual literacy should help learners to identify and use:
- Elements of art: line, colour, texture, tone, shape and form
 - **Line** – to define shapes, differing in quality from thick to thin; they should make lines that express feelings, e.g. short jerky lines can express anger and horizontal lines represent restfulness.
 - **Shape**- Outlines are used to define shape. Shape is two-dimensional or flat. Shapes are either organic or geometric. Organic Shapes are linked to the natural world, while geometric shapes have their origin in the man-made world.
 - **Form** – Is a three-dimensional geometrical figure such as a sphere, cube, cone, cylinder etc. While a shape is two-dimensional.
 - **Colour** – The order which colours appear on the colour wheel is **RED, ORANGE, YELLOW, GREEN, BLUE** and **PURPLE**.
 - **Tone** – Refers to the light and dark areas of a picture. Shapes always appear to have light parts and darker parts. Darker parts are the shadows.

Line: draw different lines in the table below.

Thick line		
Broken line		
Dotted line		
Curved line		
Thin line		
Dark line		
Light line		
Wavy line		
Joyful line		
Angry line		
Vertical lines	Horizontal lines	Diagonal lines

Form and shape

- **Shape** – learners must know the difference between geometric and organic or natural shapes
- Shapes are usually flat or two-dimensional

Find pictures of or draw examples of forms and shapes in the two columns below to show the difference between them

Shapes

Forms

--	--



Which of these pictures are good examples of shape or form?		
Picture	Shape	Form
1		
2		
3		
4		
5		
6		

Tone: means the amount of darkness or light (black or white) in a colour.

A black and white photograph is made not of colour but tones. The darkest tone is black and the lightest is white.

Colours also have tones e.g. we can make a range of reds from very light red (pink) to deep blood red.

- **Tone helps to create atmosphere and mood in a picture.**

Hatching/scribbling	Crosshatching
Dots/pointillism	Soft blending/toning

Colours

- Colours are divided into **primary** colours, **secondary** colours, **related** or family colours, and **cool** and **warm** colours.
- Colours express feeling or mood e.g. purple face – angry, blue – calmness or sadness. Cool colours – relaxing, red – anger.

1. Name the primary colours

2. Name the secondary colours

3. How are secondary colours obtained?

4. What are the complementary colours of the following?

Red _____, blue _____,
yellow _____

5. Give two examples of cool colours and two of warm colours.

Cool colours:
Warm colours:

6. How is grey obtained?

7. What are monochromatic colours?

Texture

- **Texture** – is the actual or visual feeling of an object and relates to the sense of touch; the construction or make-up of a surface gives it its texture; in Visual Arts we can show the way a surface feels by using tone, lines, marks, dots and cross-hatching

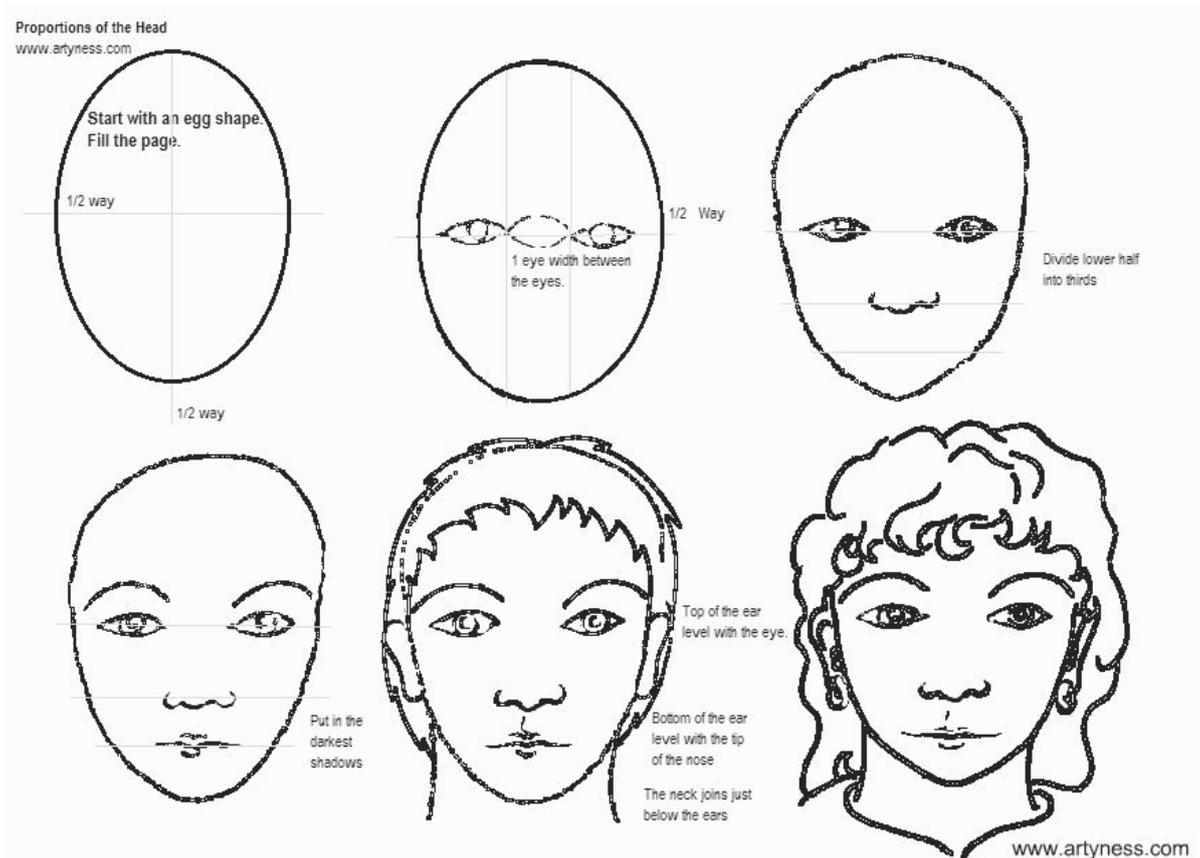
Find 6 objects that have texture. Place a fine but strong sheet of paper over one of these objects at a time. Use a soft pencil and scribble on the paper covering the object. The texture of the object will show up clearly. Cut the rubbings out and paste in the blocks.

Topic 1: Create in 2D, family and friends

- ❖ **DRAWING AND / OR COLOUR MEDIA: EXPLORING A VARIETY OF MEDIA AND TECHNICS.**
- ❖ **Art elements: secondary colour used in own images of self and others**
- ❖ **DESIGN PRINCIPLES: CONTRAST USED IN OWN IMAGES OF SELF AND OTHERS**

Draw your friend's face.

First observe your friend very carefully. Study the drawings below before you start drawing your friend. (Your teacher will discuss the elements and principles with you)



First draw the outline of the face, and fill in the main features such as the eyes, nose, and so on.

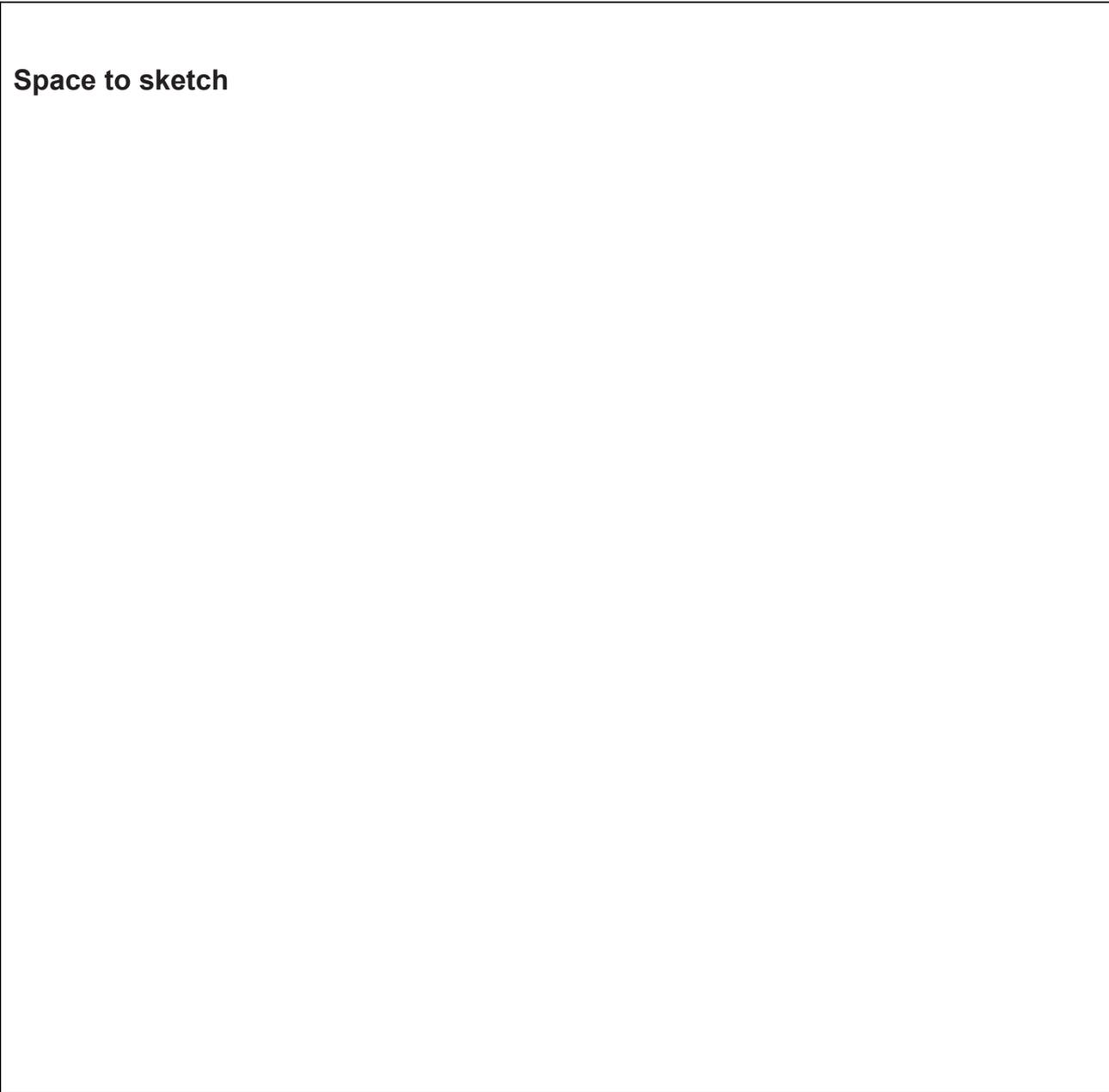
Follow these steps:

- Draw what you see not what you think you see
- Keep the lines bold and simple
- Don't rub out any mistakes –simply redraw over them
- Don't make any scribble lines. If you are drawing hair, draw each strand carefully, to create a 'hair' pattern. Don't just draw fuzzy 'sheep wool' lines.

Space to sketch

Draw an image of family and friends, use relevant colours (secondary colour)

Space to sketch



Formal assessment Term 1 Grade 4 Visual Arts

Learners can draw their friend and use oil pastels or wax crayons as media.

Criteria:

- Use oil pastels or wax crayons
- Blend the colours by using more than one colour over the other
- Use primary and secondary colours
- Use the whole page to draw (format).
- Observe your friend's face very carefully before you draw
- The features of the face must be in proportion
- Give detail and background to your drawing

- Make use of line, shape and form and texture in your drawing.

Rating scale

Marks	0-1	2-3	4	5	Score
Use of space (format) Exploring of media, primary and secondary colours					
Observation and proportion					
Detail and background					
Use of texture, line, shape and form					
Total					20



Create in 3D, self and others: Earthenware clay

Skills and techniques: earthenware clay

Art elements; texture, shape/form used in own models of human figure

Design principles: use and naming of contrast, e.g. in shapes and sizes of components of own model

Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed

Appropriate use of tools

Resources:

- Earthenware clay
- Coloured slip clay or glaze
- Sculpting tools
- Small sponge and container for water
- Paint brush
- Paper towels
- Rolling pin
- Black plastic / newspapers
- Thin piece of wood covered with plastic

Home activity

- ❖ Create a design for the clay tablet you will make in class.
- ❖ On a blank piece of paper draw a 'U' shape to form the basic outline of the face.
- ❖ Think about a creative way in which you can create hair and headgear for your portrait and others that will reflect nature.
- ❖ Once you have created hair and headgear for your portrait, you may complete the face, but keep the detail minimal.

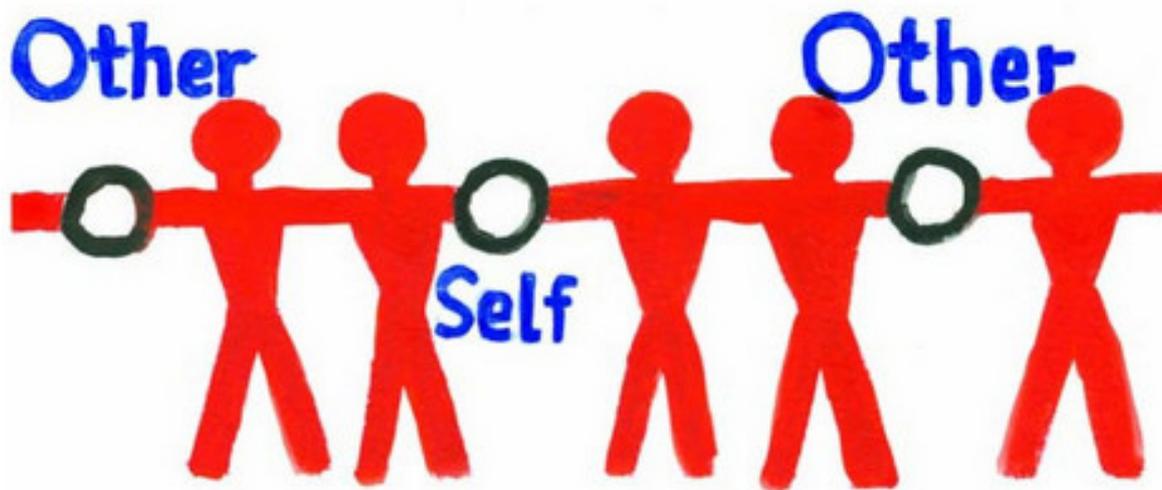
Class activity

- ❖ Cover your work surface with newspapers or black plastic bags.
- ❖ Use the rolling pin to roll your clay into a square and craft a human body.
- ❖ Create face, hair, hand, breast and legs
- ❖ Cut uneven edges away with your craft knife.
- ❖ Brush a layer of this (not too thin, but not too thick either) onto your clay tablet.
- ❖ While you wait for this to dry a little, you can make sure that you have all the tools you will need, laid out on your desk.
- ❖ Make sure that you have paper towels, toilet paper or tissues as you will have to wipe away the clay that will accumulate on the scraping tools that you will be using.
- ❖ Take a good look at your design and decide where you would start scratching this out on your clay tablet.
- ❖ Make sure that you use different scratching tools to create different effects and lines of varied thickness in your design.
- ❖ Leave your work to dry.

Rubric – Create in 3D

Criteria	0-1	2	3	4	
Understanding and use of art elements: form/shape and texture	No understanding and communicating of the use of shape and texture	Communicates little understanding on the use of shape	Communicates some understanding of the use of shape and texture	Communicates a clear understanding of the use of shape and texture	
Understanding of design principles, contrast and proportion	Demonstrates no understanding of how to use contrast and proportion effectively	Demonstrates a little understanding of how to use contrast and proportion effectively	Demonstrates some understanding of how to use contrast and proportion effectively	Demonstrates clearly understanding of how to use contrast and proportion effectively	

Use of tools, materials and resources	Unsuccessful in making use of the expected tools, materials and resources	Successful in making use of some materials and resources	Successful in making use of few tools, materials and resources	Successfully uses all the expected tools, materials and resources	
Craftsmanship and/or neatness	Unsuccessful in completing the activity with an acceptable level of craftsmanship or neatness	Successful in completing the activity with an acceptable level of craftsmanship or neatness	Successful in completing the activity with an average level of craftsmanship or neatness	Successful in completing the activity with a high level of craftsmanship or neatness	
Creativity and attitude towards quality of work	Negative attitude towards the work and reflects poor quality of work delivered	Easily satisfied with the quality of work produced and no creativity	Positive attitude and more creativity towards the work	Attitude towards the work is highly commendable. This reflects high quality of work delivered	
Total					20



First draw the outline of the face, and fill in the main features such as the eyes, nose, and so on.

Follow these steps:

- Draw what you see not what you think you see
- Keep the lines bold and simple
- Don't rub out any mistakes –simply redraw over them
- Don't make any scribble lines. If you are drawing hair, draw each strand carefully, to create a 'hair' pattern. Don't just draw fuzzy 'sheep wool' lines.

Space to sketch

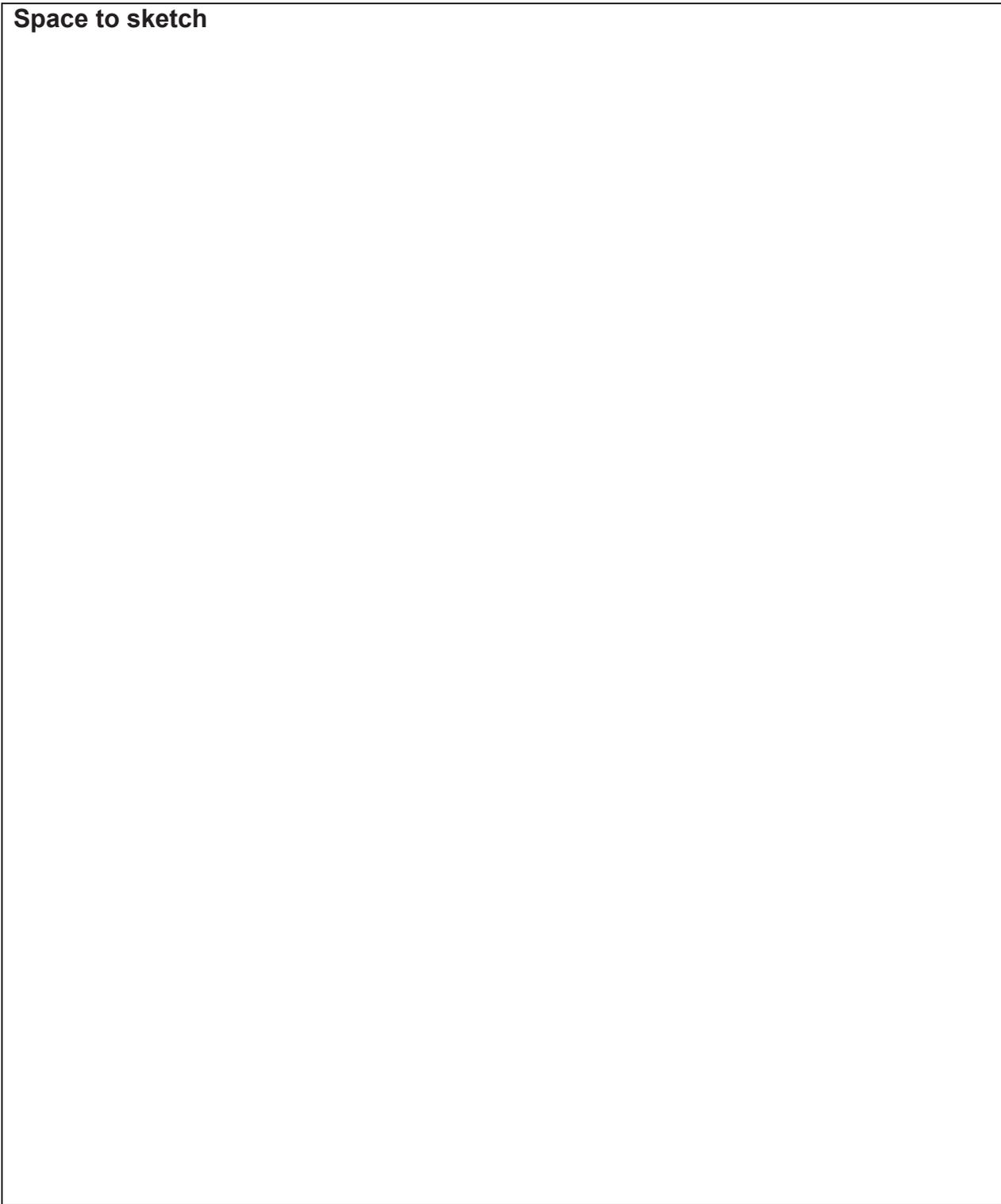
Space to sketch

**Draw an image of self and friends in a local environment, use relevant colours
(complementary colours)**

Space to sketch

Draw images of your friends in a local environment

Space to sketch



Space to sketch

Space to sketch

Formal assessment Term 1 Grade 5 Visual Arts

Learners can draw their friend and use oil pastels or wax crayons as media.

Criteria:

- Use oil pastels or wax crayons
- Blend the colours by using more than one colour over the other
- Use complementary colours
- Use the whole page to draw (format).
- Observe your face carefully before you draw
- The features of the face and your friend/s must be in proportion
- Give detail and background to your drawing
- Make use of line, shape and form and texture in your drawing.

Rating scale

Marks	0-1	2-3	4	5	Score
Use of space (format) Exploring of media and complementary colours					
Observation and proportion					
Detail and background					
Use of texture, line, shape and form					
Total					20

Create in 3D, self and others: Earthenware clay

Skills and techniques: earthenware clay

Art elements; texture, shape/form used in own models of human figure

Design principles: Introduce emphasis in own models of human figure

Spatial awareness: reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed.

Appropriate use of tools

Resources:

- Earthenware clay
- Coloured slip clay or glaze
- Sculpting tools
- Small sponge and container for water
- Paint brush
- Paper towels
- Rolling pin
- Black plastic / newspapers
- Thin piece of wood covered with plastic

Home activity

- ❖ Create a design for the clay tablet you will make in class.
- ❖ On a blank piece of paper draw an 'O' shape to form the basic outline of the face.
- ❖ Think about a creative way in which you can create hair and headgear for your portrait and others that will reflect nature.
- ❖ Once you have created hair and headgear for you portrait and others you may complete the face, but keep the detail minimal.
- ❖ Remember to place a mark in your sculpture.

Class activity

- ❖ Cover your work surface with newspapers or blank plastic bags.
- ❖ Use the rolling pin to roll your clay into a rectangle and craft a human body.
- ❖ Create face, hair, hand, breast and legs
- ❖ Cut uneven edges away with your craft knife.
- ❖ Brush a layer of this (not too thin, but not too thick either) onto your clay tablet.
- ❖ While you wait for this to dry a little, you can make sure that you have all the tools you will need, laid out on your desk.
- ❖ Make sure that you have paper towels, toilet paper or tissues as you will have to wipe away the clay that will accumulate on the scraping tools that you will be using.
- ❖ Take a good look at your design and decide where you would start scratching this out on your clay tablet.
- ❖ Make sure that you use different scratching tools to create different effects and lines of varied thickness in your design.
- ❖ Leave your work to dry.

Rubric – Create in 3D

Criteria	0-1	2	3	4	
Understanding and use of art elements: form/shape and texture	No understanding and communicating of the use of shape and texture	Communicates little understanding on the use of shape	Communicates some understanding of the use of shape and texture	Communicates a clear understanding of the use of shape and texture	
Understanding of design principles; Contrast and proportion	Demonstrates no understanding of how to use contrast and proportion effectively	Demonstrates a little understanding of how to use contrast and proportion effectively	Demonstrates some understanding of how to use contrast and proportion effectively	Demonstrates clearly understanding of how to use contrast and proportion effectively	
Use of tools, materials and resources	Unsuccessful in making use of the expected tools, materials and resources	Successful in making use of some materials and resources	Successful in making use of few tools, materials and resources	Successfully uses all the expected tools, materials and resources	
Craftsmanship and/or neatness	Unsuccessful in completing the activity with an acceptable level of craftsmanship or neatness	Successful in completing the activity with an acceptable level of craftsmanship or neatness	Successful in completing the activity with an average level of craftsmanship or neatness	Successful in completing the activity with high level of craftsmanship or neatness	
Creativity and attitude towards quality of work	Negative attitude towards the work and reflects poor quality of work delivered	Easily satisfied with the quality of work produced and no creativity	Positive attitude and more creativity towards the work	Attitude towards the work is highly commendable. This reflects high quality of work delivered	

Total	20
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TERM 1

Visual Arts: Grade 6

Topic: Visual literacy

- ❖ **Observe and discuss visual stimuli in photographs, art works and real objects to identify monochromatic colour in images.**
- ❖ **Observe and discuss visual stimuli in photographs, art works and real objects to identify and name balance in images of figures with animals.**
- ❖ **Questions to deepen and extend observation of elements and design principles.**
- ❖ **Apply, identify and personally interpret in own work.**

Visual literacy should help learners to identify and use:

Elements of art: line, colour, texture, tone, shape and form

- **Line** – to define shapes, differing in quality from thick to thin; they should make lines that express feelings, e.g. short jerky lines can express anger and horizontal lines represent restfulness.
- **Shape**- Outlines are used to define shape. Shape is two-dimensional or flat. Shapes are either organic or geometric. Organic Shapes are linked to natural world, while geometric shapes have their origin in the man-made world.
- **Form** – Is a three-dimensional geometrical figure such as a sphere, cube, cone, cylinder etc. While a shape is two-dimensional.
- **Colour** – The order which colours appear on the colour wheel is **RED, ORANGE, YELLOW, GREEN, BLUE** and **PURPLE**.
- **Tone** – Refers to the light and dark areas of a picture. Shapes always appear to have light parts and darker parts. Darker parts are the shadows.

Line: draw different lines in the table below.

Thick line		
Broken line		
Dotted line		
Curved line		
Thin line		
Dark line		
Light line		
Wavy line		
Joyful line		
Angry line		
Vertical lines	Horizontal lines	Diagonal lines

Form and shape

- **Shape** – learners must know the difference between geometric and organic or natural shapes
- Shapes are usually flat or two-dimensional

Find pictures of or draw examples of forms and shapes in the two columns below to show the difference between them

Shapes	Forms



Which of these pictures are good examples of shape or form?		
Picture	Shape	Form
1		
2		
3		
4		
5		
6		

Tone: means the amount of darkness or light (black or white) in a colour.

A black and white photograph is made not of colour but tones. The darkest tone is black and the lightest is white.

Colours also have tones e.g. we can make a range of reds from very light red (pink) to deep blood red.

- **Tone helps to create atmosphere and mood in a picture.**

Hatching/scribbling	Crosshatching
Dots/pointillism	Soft blending/toning

Colours

- Colours are divided into **primary** colours, **secondary** colours, **related** or family colours, and **cool** and **warm** colours.
- Colours express feeling or mood e.g. purple face – angry, blue – calmness or sadness. Cool colours – relaxing, red – anger.

1. Name the primary colours

2. Name the secondary colours

3. How are secondary colours obtained?

4. What are the complementary colours of the following?

Red _____, blue _____,
yellow _____

5. Give two examples of cool colours and two of warm colours.

Cool colours:
Warm colours:

6. How is grey obtained?

7. What are monochromatic colours?

Texture

- **Texture** – is the actual or visual feeling of an object and relates to the sense of touch; the construction or make-up of a surface gives it its texture; in Visual Arts, we can show the way a surface feels by using tone, lines, marks, dots and cross-hatching

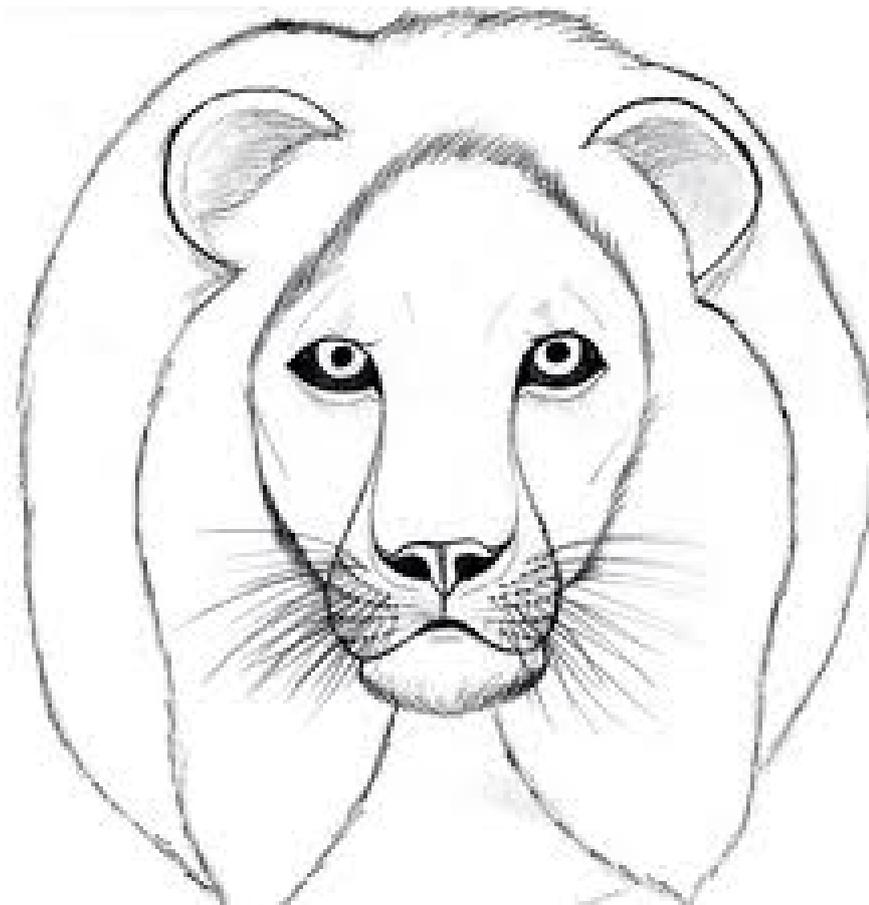
Find 6 objects that have texture. Place a fine but strong sheet of paper over one of these objects at a time. Use a soft pencil and scribble on the paper covering the object. The texture of the object will show up clearly. Cut the rubbings out and paste in the blocks.

Topic 1: Create in 2D, figures with animals

- ❖ **Drawing and/ or colour media: exploring a variety of media and techniques.**
- ❖ **Art elements: monochromatic colour used in own images of figures in an environment..**
- ❖ **Design principles: balance used in own images of figures in an environment**

Draw an animal's face.

First observe the animal's face from the given picture very carefully. Study the drawings below before you start drawing the animal. (Your teacher will discuss the elements and principles with you)





First draw the outline of the face, and fill in the main features such as the eyes, nose, and so on.

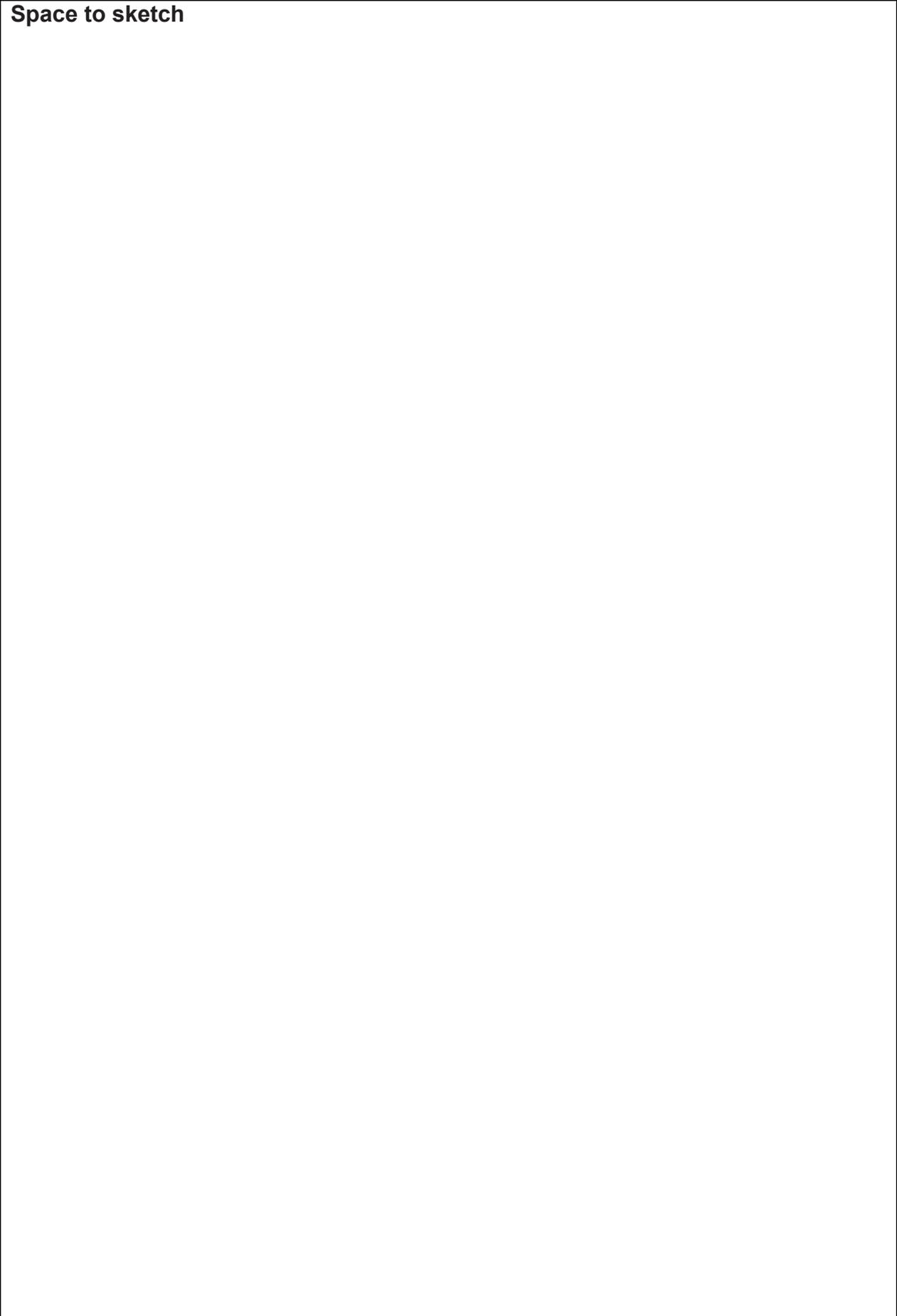
Follow these steps:

- Draw what you see not what you think you see
- Keep the lines bold and simple
- Don't rub out any mistakes –simply redraw over them
- Don't make any scribble lines. If you are drawing hair, draw each strand carefully, to create a 'hair' pattern. Don't just draw fuzzy 'sheep wool' lines.

Space to sketch

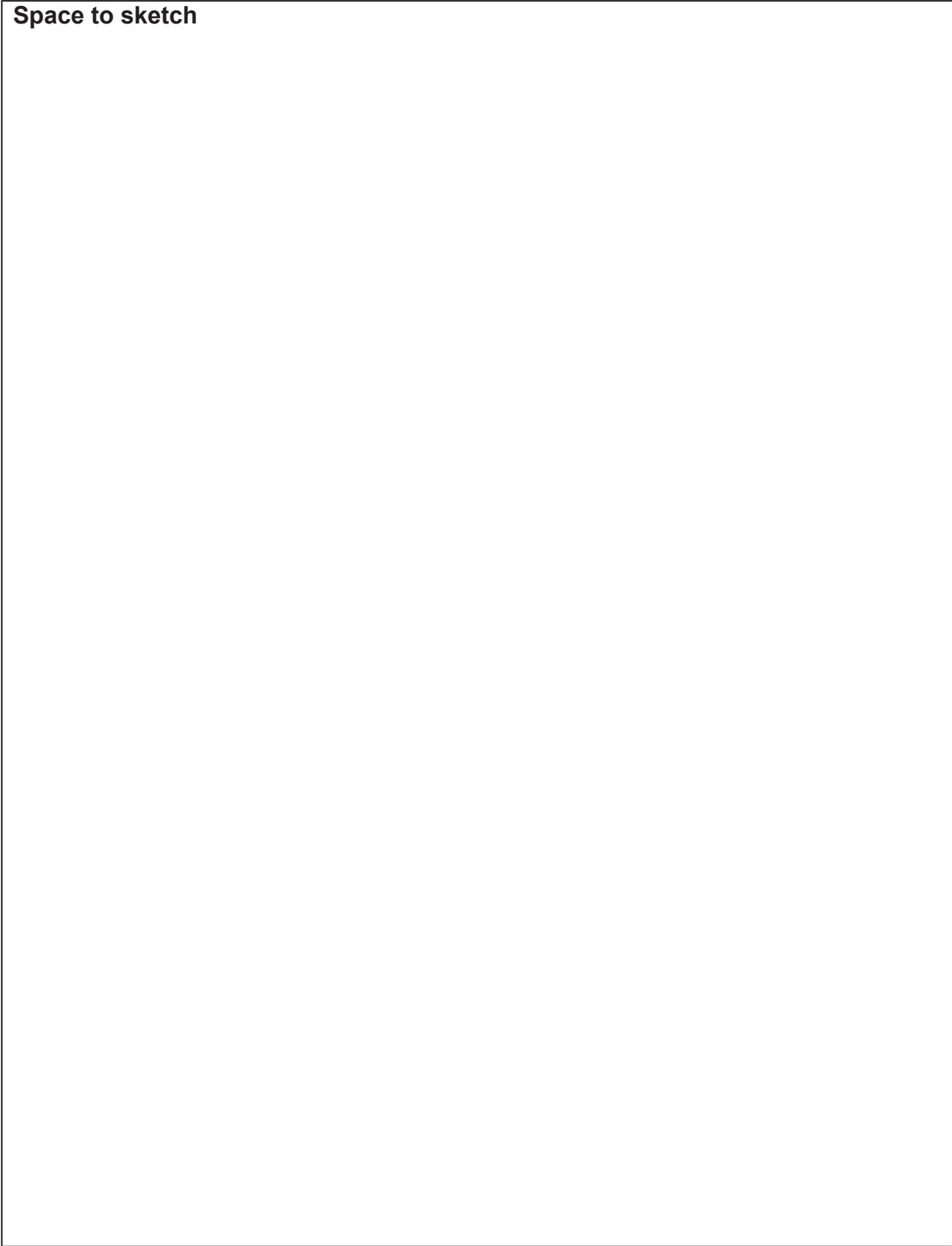
Draw an image of animals, use relevant colours (monochromatic colour)

Space to sketch



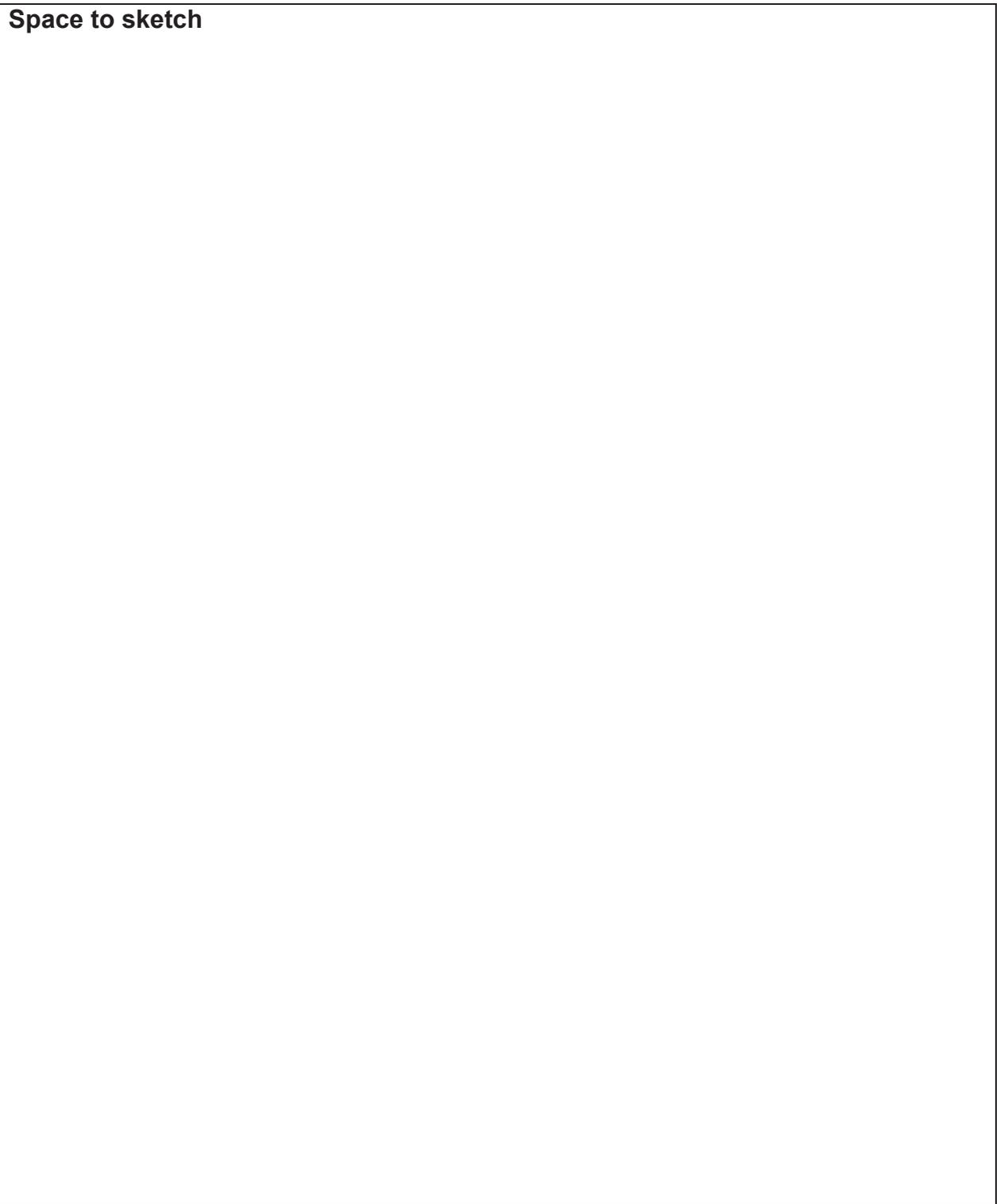
Draw an image of animals and people, use relevant colours (monochromatic colour)

Space to sketch



Draw a sun somewhere at the top of the page, draw your wavy lines. Link the lines in four places. Add more touches: clouds, people, birds, buildings, fences and paths. Colour you country hills and the other drawings.

Space to sketch



Formal assessment Term 1 Grade 6 Visual Arts

Draw an animal scene use oil pastels or wax crayons as media.

Criteria:

- Use oil pastels or wax crayons
- Blend the colours by using more than one colour over the other
- Use monochromatic colours.
- Use the whole page to draw (format).
- First make a rough outline of your picture, using a pencil before you draw
- The features of the scene must be in proportion
- Give detail and background to your drawing
- Make use of line, shape and form and texture in your drawing.

Rating scale

Marks	0-1	2-3	4	5	Score
Use of space (format) Exploring of media, primary and secondary colours					
Observation and proportion					
Detail and background					
Use of texture, line, shape and form					
Total					20



Create in 3D, figures with animals: Earthenware clay

- ❖ Skills and techniques: earthenware clay
- ❖ Art elements; texture, shape/form used in own models of human figure interacting with animals
- ❖ Design principles: introduce balance in own models of the human figure interacting with an animal
- ❖ Spatial awareness: reinforce conscious awareness of working in space e.g. model to be viewed from front, back and sides, parts of model can extend into space.
- ❖ Appropriate tidiness and sharing of space

Resources:

- Earthenware clay
- Coloured slip clay or glaze
- Sculpting tools
- Small sponge and container for water
- Paint brush
- Paper towels
- Rolling pin
- Black plastic/ newspapers
- Thin piece of wood covered with plastic

Home activity: Design your sculpture

- ❖ Divide your clay into two parts. You will use about three quarters for a person. Use the other quarter for the dog. Create a design for the clay tablet you will make in class.
- ❖ Roughly shape the person and the dog.
- ❖ Put them on a piece of cardboard, and make sure that they are in the right proportion. The dog must not be too big nor too small.

Class activity: Make your dog

- ❖ Make the body and head.
- ❖ Mark out any other parts e.g. tail and the paws
- ❖ Add the face, with eyes and ears and a mouth.
- ❖ Add whiskers
- ❖ Make markings on the skin, so that it looks as if the dog is covered with fur.
- ❖ Add tail
- ❖ Make sure that you use different scratching tools to create different effects and lines of varied thickness in your design.
- ❖ Look at your dog from the top, and from all sides. Make sure that it looks good.
- ❖ Leave your work to dry

Rubric – Create in 3D

Criteria	0-1	2	3	4	
Understanding and use of art elements: form/shape and texture	No understanding and communicating of the use of shape and texture	Communicates little understanding on the use of shape	Communicates some understanding of the use of shape and texture	Communicates a clear understanding of the use of shape and texture	
Understanding of design principles; Contrast and proportion	Demonstrates no understanding of how to use contrast and proportion effectively	Demonstrates a little understanding of how to use contrast and proportion effectively	Demonstrates some understanding of how to use contrast and proportion effectively	Demonstrates clear understanding of how to use contrast and proportion effectively	
Use of tools, materials and resources	Unsuccessful in making use of the expected tools, materials and resources	Successful in making use of some materials and resources	Successful in making use of few tools, materials and resources	Successfully uses all the expected tools, materials and resources	
Craftsmanship and/or neatness	Unsuccessful in completing the activity with an acceptable level of craftsmanship or neatness	Successful in completing the activity with an acceptable level of craftsmanship or neatness	Successful in completing the activity with an average level of craftsmanship or neatness	Successful in completing the activity with high level of craftsmanship or neatness	
Creativity and attitude towards quality of work	Negative attitude towards the work and reflects poor quality of work delivered	Easily satisfied with the quality of work produced and no creativity	Positive attitude and more creativity towards the work	Attitude towards the work is highly commendable. This reflects high quality of work delivered	

Total

20

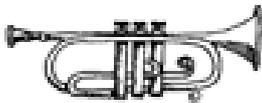
Performing Arts: Grade 4 Term 1

Topic 4 Appreciate and reflect on

- The expressive qualities of percussive musical instruments in an African music piece. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high-low).
- Own and other's performances and processes using simple creative arts terminology.

Key-terms: warm up, relaxation, tension, freeze, travelling, personal space, general space, improvise, concentration, body percussion, crotchet, minim rest, unison.

Study the pictures below and complete the table:



1.



2



3

4

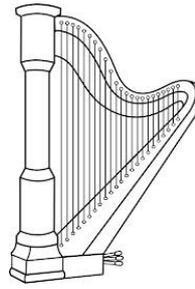




5

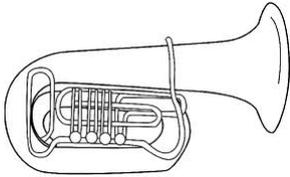


6



7

8



Name of the instrument	Which family does it belong to: String, percussion or wind instrument	How is the sound produced	Pitch classification (high or low)
1			
2			
3			
4			
5			
6			
7			
8			

Topic 2: Improvise and create

- **Short rhythm patterns (crotchets, crotchet rest, minims and minim rests) using body percussion and or percussion instruments.**
- **Locomotor and non-locomotor movements, individually and in unison, in time to be a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery.**
- **Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping note values.**

Find the following words in the word puzzle.

Crotchet, crotchet rest, minim, minim rest, pitch, stave, treble clef

z	f	r	t	m	i	n	i	m	x	c
q	e	p	r	k	l	y	v	o	b	t
m	l	i	x	s	t	m	n	z	s	v
i	c	t	w	q	s	b	h	e	t	b
n	e	c	r	w	d	g	r	j	a	n
i	l	h	t	r	f	t	n	k	v	m
m	b	g	y	t	e	d	f	g	e	h
r	e	f	p	h	g	h	j	k	s	g
e	r	d	c	y	h	l	p	v	y	t
s	t	o	k	u	k	r	b	c	q	j
t	r	s	l	p	l	x	z	c	w	k
c	r	o	t	c	h	e	t	f	p	l

Draw a crotchet, crotchet rest, minim, minim rest and a stave/staff in the table below.

crotchet	crotchet rest	minim	minim rest	stave
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Creating rhythm patterns through body percussion and percussion instrument:

1. Divide into groups of 4
2. One person in the group starts to clap a rhythm that makes use of semi-breve notes.
3. The next person adds to this rhythm by stomping their feet to create minim notes.
4. The next person snaps their fingers to add crotchet notes to the rhythm.
5. The last person adds quaver notes to the rhythm by striking a chair.
6. Add interest to this rhythm by making use of the different note value rests where appropriate.

What was the most challenging part of this exercise? Explain.

Locomotor and non-locomotor movements:

Locomotor movement is the act of moving from place to place

Non-locomotor movement refers to moving on the spot without going anywhere

Locomotor movement

Warm up:

1. Divide into groups of 3.
2. Explore, as a group, all the different movements you can create with arms, legs, upper body, head, feet and hands, separately from one another.
3. Once you have explored your range of movement, you should combine ten of the movements to create an interesting sequence.

Improvising movement sequences:

Play different pieces of music that you will move to in the following **activity**:

4. The first part of the activity is individual work.
5. Which animal can move in the following ways:
Crawl – twist – roll – skip – swing – push – pull – slide – gallop – reach– sway
6. Make use of the rhythm of the music your teacher will play you to create these movements, while pretending that you are this animal moving from one place to another.
7. **Remember the following:** Time, which is an element of movement/dance, has to do with the beat, tempo (speed), duration (how long it lasts), rhythm (patterns, created by emphasis and stress) and accent (emphasis) of the music that is used and influences the way a dancer will move. Listen carefully to the beat and tempo of the music and keep time with the music when you move.

Explain in your own words how you made use of the locomotor movements.

Non – locomotor movements (axial) movement

1. Which plant is able to move in the following way?

Twist – sway – pull – bend – push

2. Make use of the rhythm of the music your teacher will play you to move in this way, while remembering that you are a plant with roots that keep you in one place.
3. Divide into pairs for the next part of the activity.
4. One of you will now be the animal you created in the first part of the activity, while the other one will be a plant.
5. Listen to the music and create a short story for your movement sequences
What movements will you use to portray this relationship?
6. Use your short story to move to the music your teacher will again play.
7. Be creative and make use of facial expressions.

During this activity, both individually and in pairs, you made use of locomotor and non-locomotor (axial) movements.

Explain in your own words how you made use of non – locomotor (axial) movements

A large, empty rectangular box with a thin black border, intended for the student to write their explanation of non-locomotor (axial) movements.

Topic 3: Read, interpret and create

Rhythms (crotchets, minims, crotchet rests, minim rests) using body percussion and or percussion instruments.

Songs, in unison, in tune and in time to accompaniment of the group

Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects

Animation (bringing to life) of objects (props, puppets) to portray a character or tell a simple story.

Decide on two characters who are very different from each other and who have interesting personality traits:

Create a short mime that shows what happens when they wake up in the morning

During your mime you have to make use of the following five senses; smell, hearing, tasting touching and seeing.

Try not to make use of any unnecessary movements and make sure that all your movements are clear and precise

Try to indicate the placement, size and shape of every imaginary object you make use of.

Did you manage to use all five senses during your mime

Performing Arts: Grade 5 Term 1

Topic 4 Appreciate and reflect on

- **Selected examples of Western or African music, classifying instruments both visually and aurally (listening and viewing pictures), considering timbre and expression of different moods.**
- **Own and other's performances and processes using simple creative arts terminology.**

Key-terms: breathing, focus, canon, call and response, semi-breve, minim, crotchet, quaver, rest, rhythm, sense, time, level, direction, force, pitch, mood.

African musical instruments

Thumb piano, marimba, djembe drum, Igubhu drum, African rattle, shekere, ankle rattle, shaker

Choose the correct words from the table and match it with the pictures.





Name and classify the following instruments. Use the table below.



1

2



3



4



5



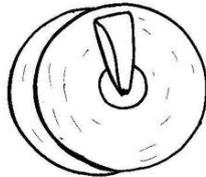
6



7



8



9



Look at the following block. If there are words in the block, you have to make a drawing.

If there is a picture in the block, you have to name it and write the name in the block.

Quaver note		Semi-breve rest	Drum		Bar line
	Taa-aa note		Tate note	crotchet	
Bass clef		Stave/staff			Minim note
	Treble clef		quaver rest		Double bar line

Topic 2: Improvise and create

- Rhythm patterns of different note values (semi-breve, minims, crotchet, quaver and their equivalent rests) using body percussion and or percussion instruments.

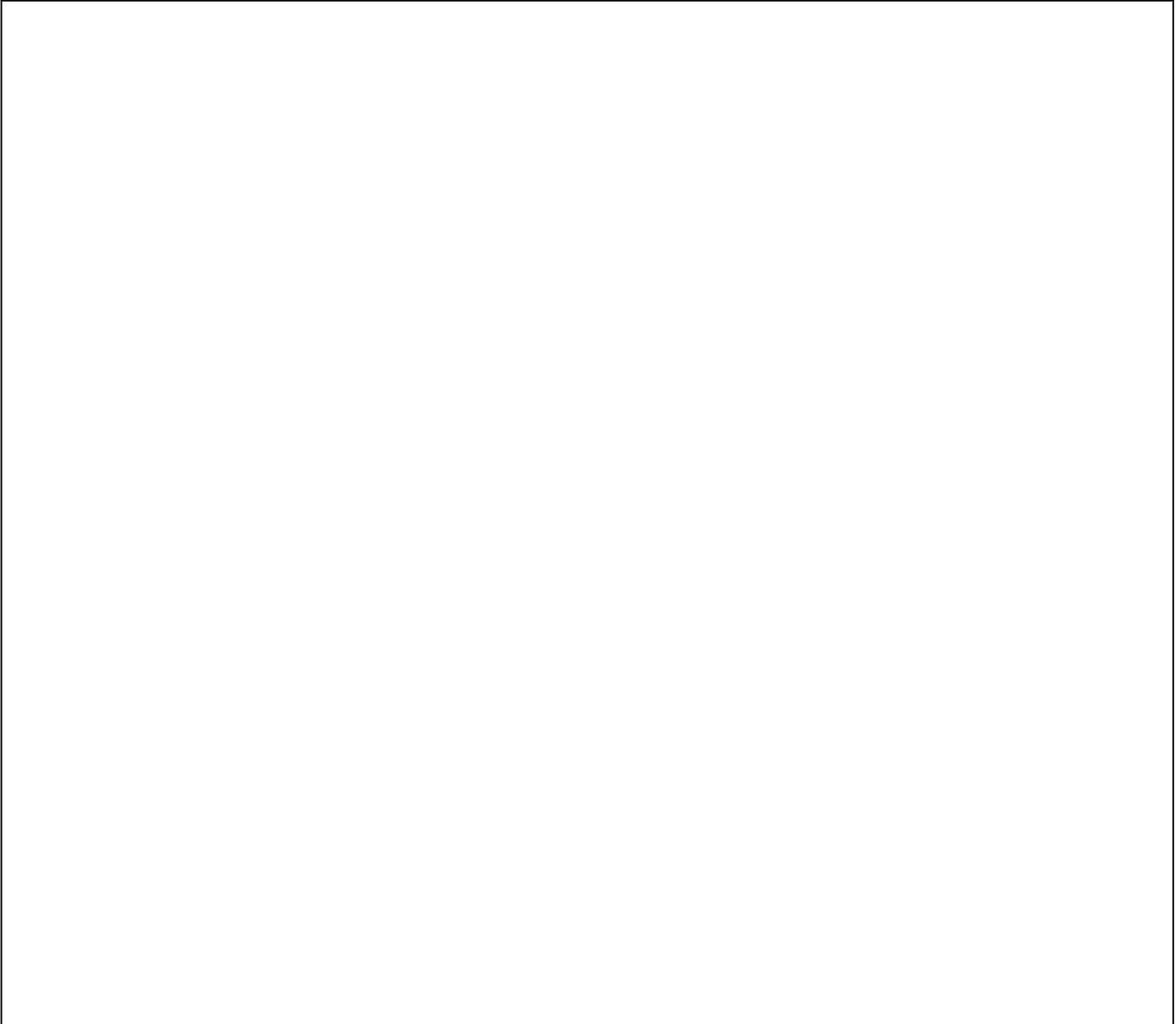
- Locomotor and non-locomotor movements, exploring elements of time (tempo, beats, meter) individually and in unison (including jump, turn, bend, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull).
- Mimed actions, using the five senses (seeing, hearing, tasting, touching, smelling)

Draw a semi-breve, crotchet, minim, quaver and their equivalent rests in the table below.

Semi-breve	Minim	Minim rest	Crotchet	Crotchet rest	Quaver	Quaver rest
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Draw a stave/staff in the table below

Space to sketch



Creating rhythmic patterns:

Warm up and play:

Work in groups

Work out different body movements, numbering them from 1 to 9.

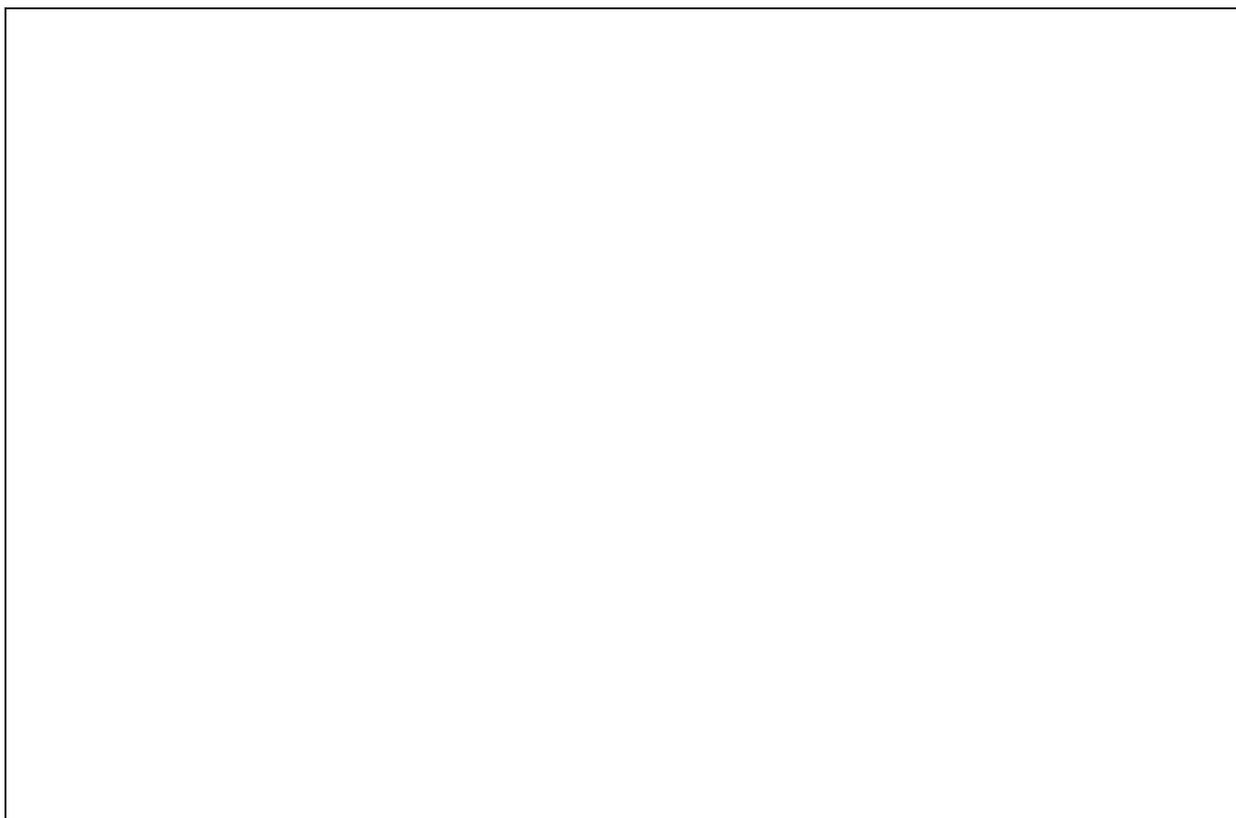
Practise the different movements for each number until you know them well.

Form groups of six. Choose a leader.

The leader shouts out a number and the rest of the group must respond by doing appropriate movement for the number.

Add your voice or use body percussion together with the movements. Practise the voice and body percussion for each number until you are familiar with it.

What have you enjoyed most about this activity?



Divide into groups of 5.

Experiment with clapping out the following note values separately: semi-breve, minim, crotchet and quaver.

Start improvising different rhythms by clapping out of the above note values, while also adding their equivalent rests to your rhythm.

Practise the last rhythm that you created until everyone is comfortable with it.

Play around with this rhythm by giving each group member a different percussion instrument (this can be a plastic bucket or chair for instance) or type of body percussion to use in order to create a rhythm that is layered and textured.

Be creative and have fun improvising your different rhythms



Creating rhythm patterns through body percussion and percussion instrument:

7. Divide into groups of 4
8. One person in the group starts to clap a rhythm that makes use of semi-breve notes.
9. The next person adds to this rhythm by stomping their feet to create minim notes.
10. The next person snaps their fingers to add crotchet notes to the rhythm.
11. The last person adds quaver notes to the rhythm by striking a chair.

12. Add interest to this rhythm by making use of the different note value rests where appropriate.

What was the most challenging part of this exercise? Explain.



Locomotor and non-locomotor movements:

Locomotor movements is the act of moving from place to place

Non-locomotor movements refers to moving on the spot without going any where

Locomotor movement

Warm up:

8. Divide into groups of 3.
9. Explore, as a group, all the different movements you can create with arms, legs, upper body, head, feet and hands, separately from one another.
10. Once you have explored your range of movement, you should combine ten of the movements to create an interesting sequence.

Improvising movements sequences:

Play different pieces of music that you will move to in the following **activity**:

11. The first part of the activity is individual work.
12. Which animal can move in the following ways:
Crawl – twist – reach – roll – skip – swing – push – pull – slide – gallop - sway
13. Make use of the rhythm of the music your teacher will play you to create these movements, while pretending that you are this animal moving from one place to another.
14. **Remember the following:** Time, which is an element of movement/dance, has to do with the beat, tempo (speed), duration (how long it lasts), rhythm (patterns, created by emphasis and stress) and accent (emphasis) of the music that is used and influences the way a dancer will move. Listen carefully to the beat and tempo of the music and keep time with the music when you move.

Explain in your own words how you made use of the locomotor movements.

Non – locomotor movements (axial) movement

8. Which plant is able to move in the following way?

Twist – sway – pull – bend – push

9. Make use of the rhythm of the music your teacher will play you to move in this way, while remembering that you are a plant with root that keep you in one place.

10. Divide into pairs for the next part of the activity.

11. One of you will now be the animal you created in the first part of the activity, while the other one will be a plant.

12. Listen to the music and create a short story for your movement sequences

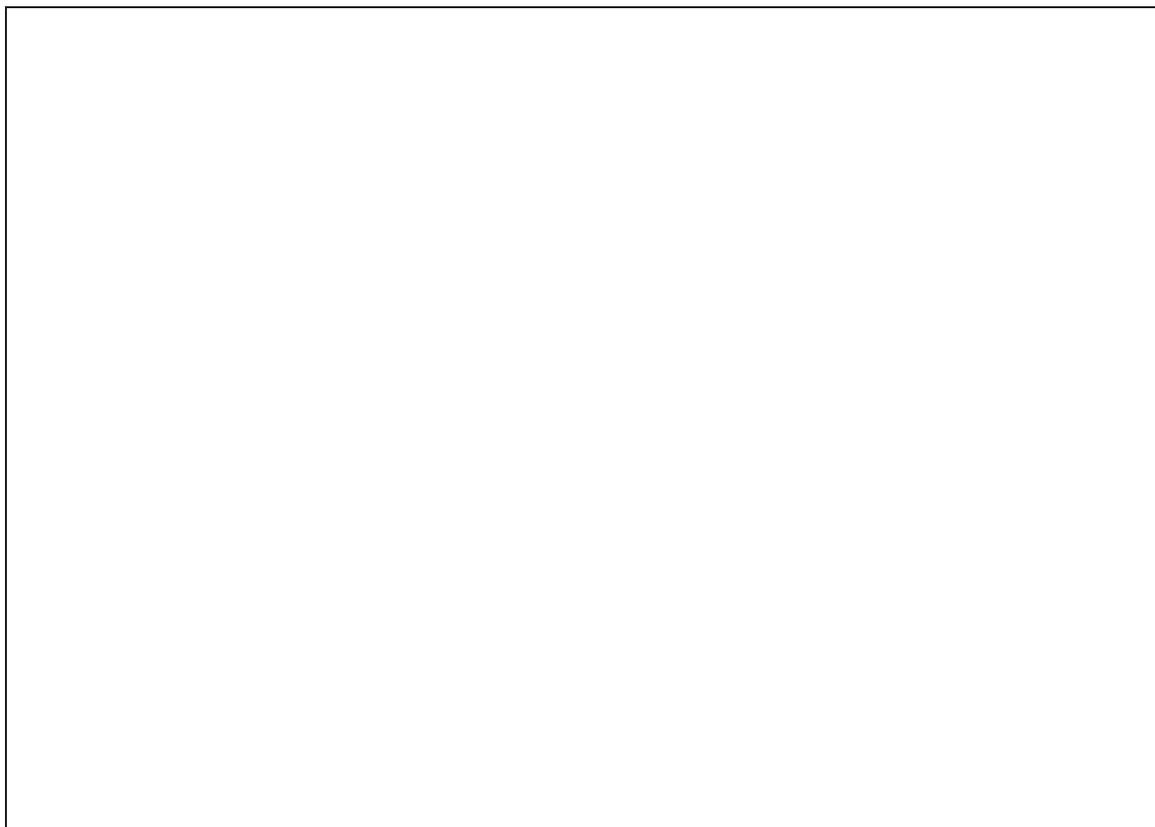
What movements will you use to portray this relationship?

13. Use your short story to move to the music your teacher will again play.

14. Be creative and make use of facial expressions.

During this activity, both individually and in pairs, you made use of locomotor and non locomotor (axial) movements.

Explain in your own words how you made use of non – locomotor (axial) movements



Topic 3: Read, interpret and create

- **Movement sequences exploring contrasts including contrasts in time (slow/quick), levels (high/medium/low), direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerk, strong/light)**
- **Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force**
- **Musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns**
- **Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests).**

Decide on two characters who are very different from each other and who have interesting personality traits:

Create a short mime that shows what happens when they wake up in the morning

During your mime you have to make use of the following five senses; smell, hearing, tasting touching and seeing.

Try not to make use of any unnecessary movements and make sure that all your movements are clear and precise

Try to indicate the placement, size and shape of every imaginary object you make use of.

Did you manage to use all five senses during your mime

Create a mime sequence:

Find a partner to work with.

You and your partner have to decide on one of the following titles for your mime sequence:

- Where did you get that hat?
- Leave me alone
- Have you seen my dog

Decide on two characters who are very different from each other and who have interesting personality traits.

Remember to keep a straight face if you create funny characters for your mime.

Rehearse your mime sequence until you are happy with the end result.

Be ready to perform it

Give a short description of your story line.

Give a short description of your character

Did you enjoy working with your partner? Explain.

TERM 1

Performing Arts Grade 6 Topic 2 Percussion instruments

Complete the table to show how different percussion instruments can be played.

- A **piano** is a percussion instrument because it has little hammers that hit a string to make music.
- A **saxophone** looks like a brass instrument but is actually a woodwind instrument, because it has a reed over the mouthpiece, which you blow in.

Instrument Name the instruments	You can use your hand	You can use a stick or beater	You can bang the instrument	You can shake the instrument
				
				
				
				
				
				



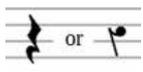
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Performing Arts Grade 6

Fill in the missing words:

Double bar line; crotchet rest; quaver; bass clef; semi-breve; crotchet; minim; treble clef; bass clef; semi-breve; rest.

1. Hold for 4 counts. _____
2. Shows the music that is played by the left hand. _____
3. End a piece of music. _____
4. Hold for 2 counts _____

5. This is a  _____

6. This is a  _____

7. This is a  _____

8. This is a  _____

Musical instrument word scramble:

Unscramble each set of letters to correctly spell out a word.

1. xeshaopon _____
2. targui _____
3. phar _____
4. ovliin _____
5. anpio _____

Topic 2: Improvise and create

- ❖ Music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm
- ❖ Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea
- ❖ Movement sequences inspired by sound pictures to express a mood or idea.
- ❖ Expressive movements and mime in response to cues from teacher, focusing on all body parts, including showing emotions characters and actions

Activity

Sing a song that you know well

Thula thu thula baba Thula sana

Thulúmamúzobuya ekuseni

Thula Thu Thula baba Thula sana

Thulúmamúzobuya ekuseni

Or any other song

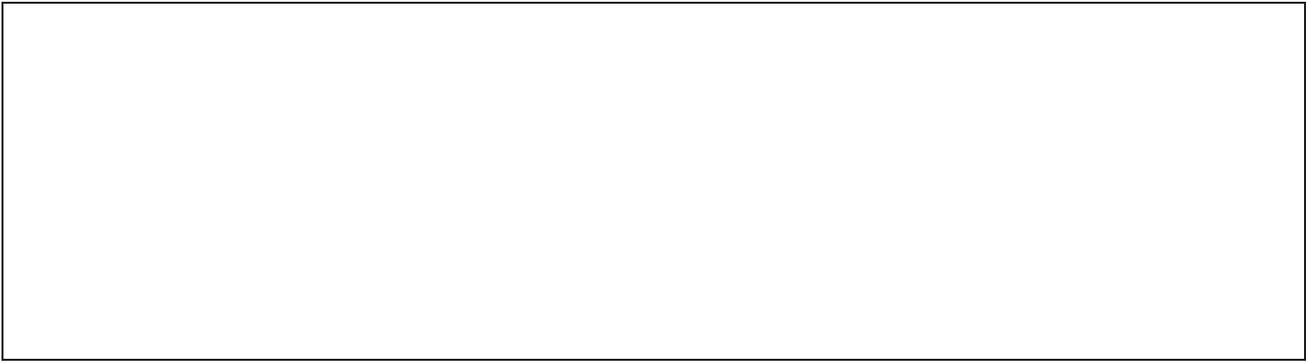
Change the pitch, sing it high, higher, and then make your voice as deep as you can.

Change the tempo. This means the speed. Sing it as fast as you can, then sing it very slowly.

Sing it as if you are very sleepy and tired, and you cannot say the words clearly.

Sing it very clearly; say each part of each word very firmly.

Which part of the activity did you enjoy the most? Explain



How are the following elements of music used in this song?

Rhythm – dynamics – timbre dynamics

Choose one of the songs you brought to class to play to the rest of the class.

Discuss your findings with your classmates, giving different people a chance to say something about it.

Do a little survey at the end to see how many people in the class liked the song you and your group played.

Ask why people did not like it, if any.

Sound pictures: use sounds to help you imagine what something is like.

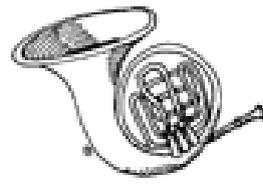
You can also make a sound picture, use different instruments and your voice, and even your body, to make different sounds.

Group work

Choose one of these ideas. Practise a sound picture to show that idea.

- Present a thunderstorm. Use drumming for lightning. Use your voice to act the rumbling sounds before the thunder. Use body percussion to sound like raindrops falling on the ground.
- Present a group of elephant going to drink in the river. Use a horn instrument to make the sound of the elephants calling to each other. Use a deep drum to show the sound of them walking to the river. Use your voice to make the sound of the elephants as they drink water.
- Present a busy road with lots of traffic. Use your voices at different pitches to make the sounds of different sorts of car engines. Use a horn instruments to show car hooting. Use your voice to show a bicycle bell.





Which part of the activity did you like the most? Explain

Mime: This involves acting without any words or sounds. You use your body and your face to show actions.

Activity

Work in pairs

Pretend you are:

Combing your hair

Drinking from a cup

Pushing against a high wall

Climbing a tree

Work out how best to use your body and facial expressions to show what you are doing

Then mime these actions to each other

Which group had the most interesting movements?

Which group was the most creative? Explain.

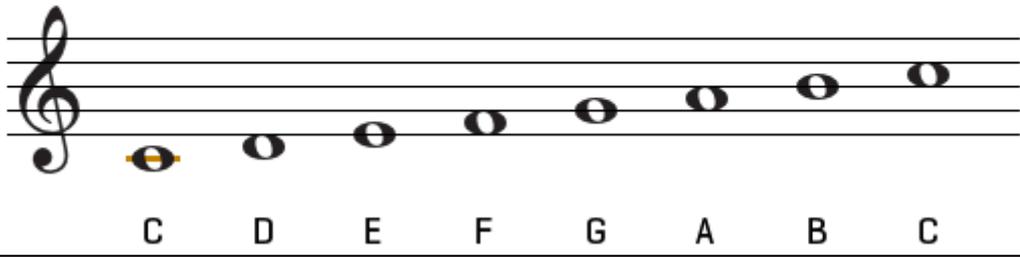
Topic 3: Read, interpret and perform

- ❖ An African folktale or traditional story: Read and interpret an appropriate story, then improvise and develop a short drama for presentation

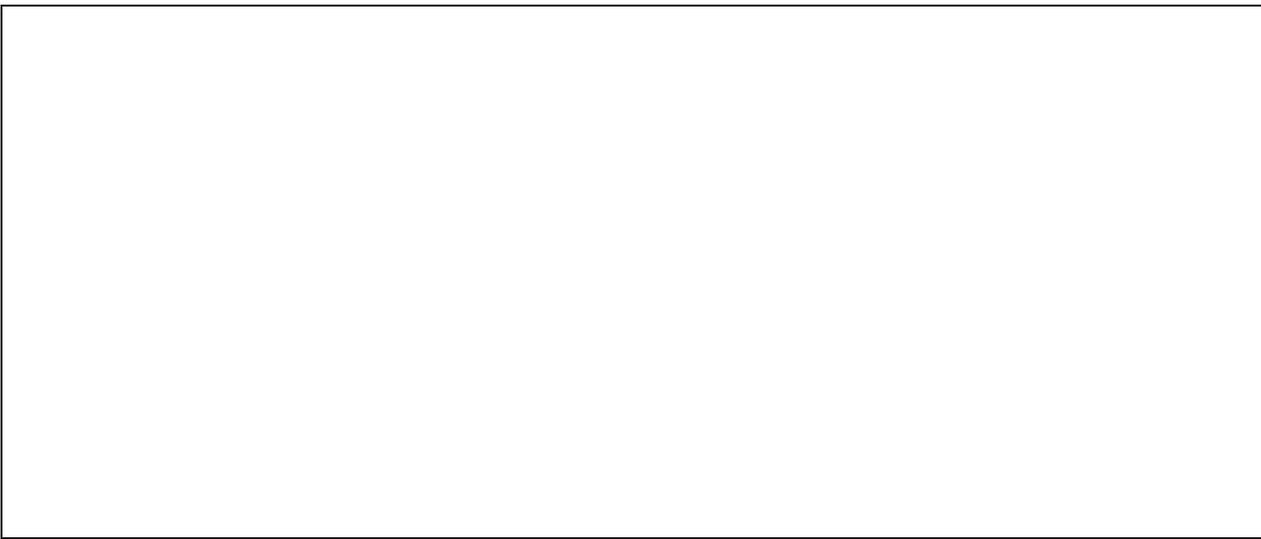
Consider

- Clear plot and credible characters
- Highlighting key moments
- Using space and narrative devices effectively
- ❖ Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, muffle etc. Use these at key movements in the drama performance to underscore action, create an interlude, introduce tension and/or character
- ❖ C major scale and simple melodies in C major

C major scale



Write the notes on the treble stave with letter names



Activity

Work in pairs

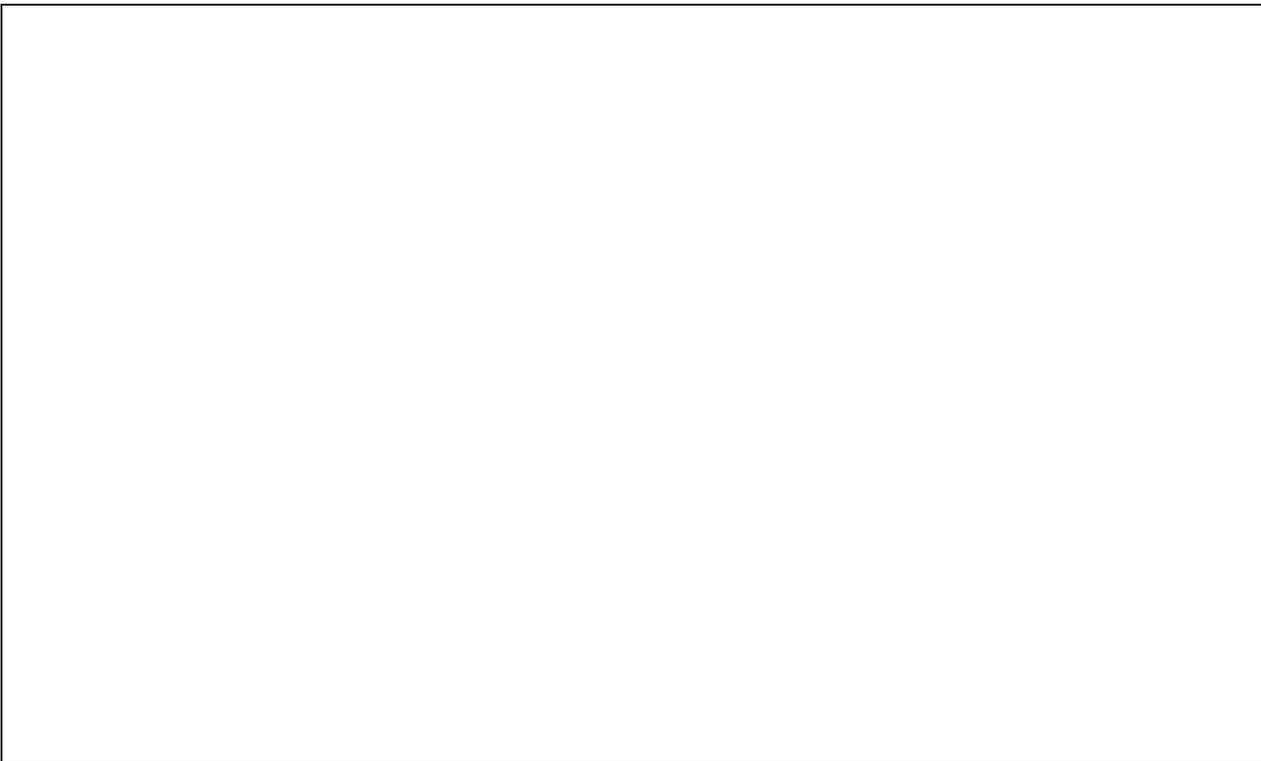
Look at the C Major scale

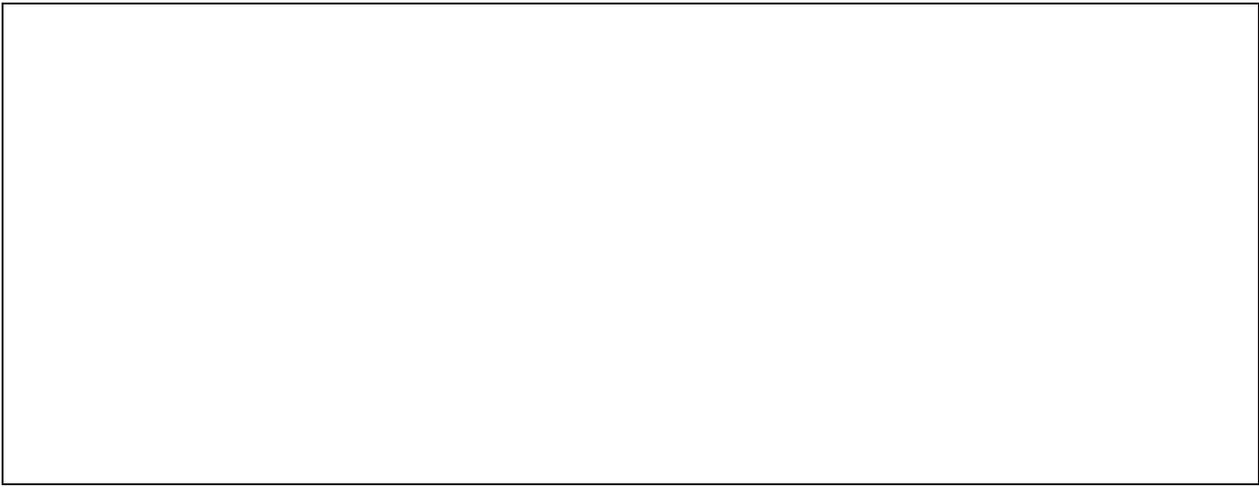
What note does the scale start with?

How many notes are there in the scale?

Sing the scale using only the tonic solfa names

Sing the song using the letters.



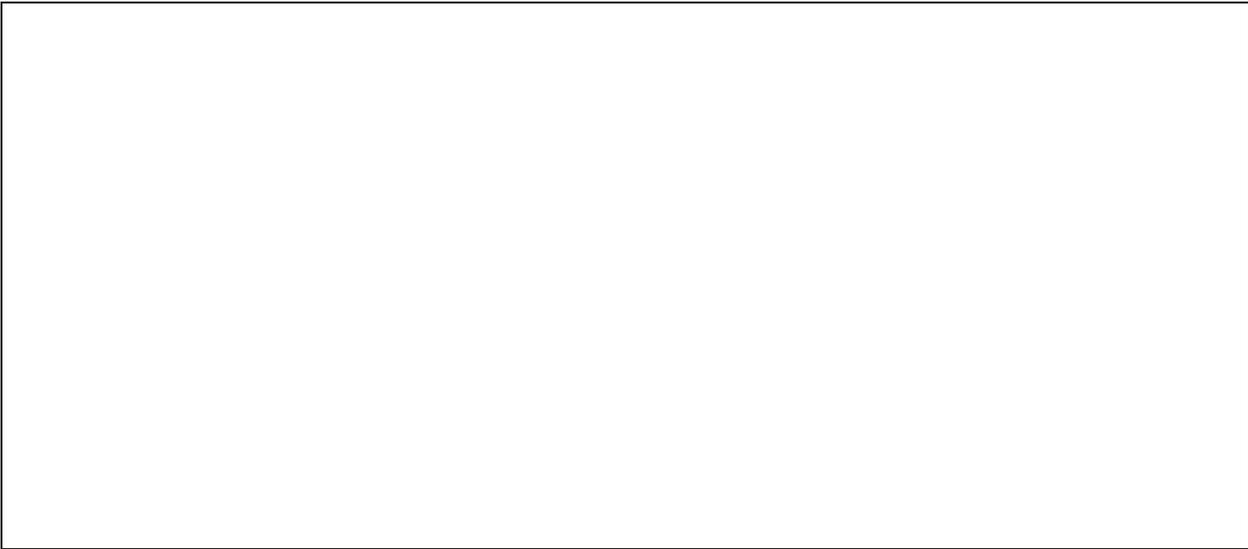


Group activity

Work in two groups

Sing Doh-re-me. One group sings the C Major scale while the other group sings the melody

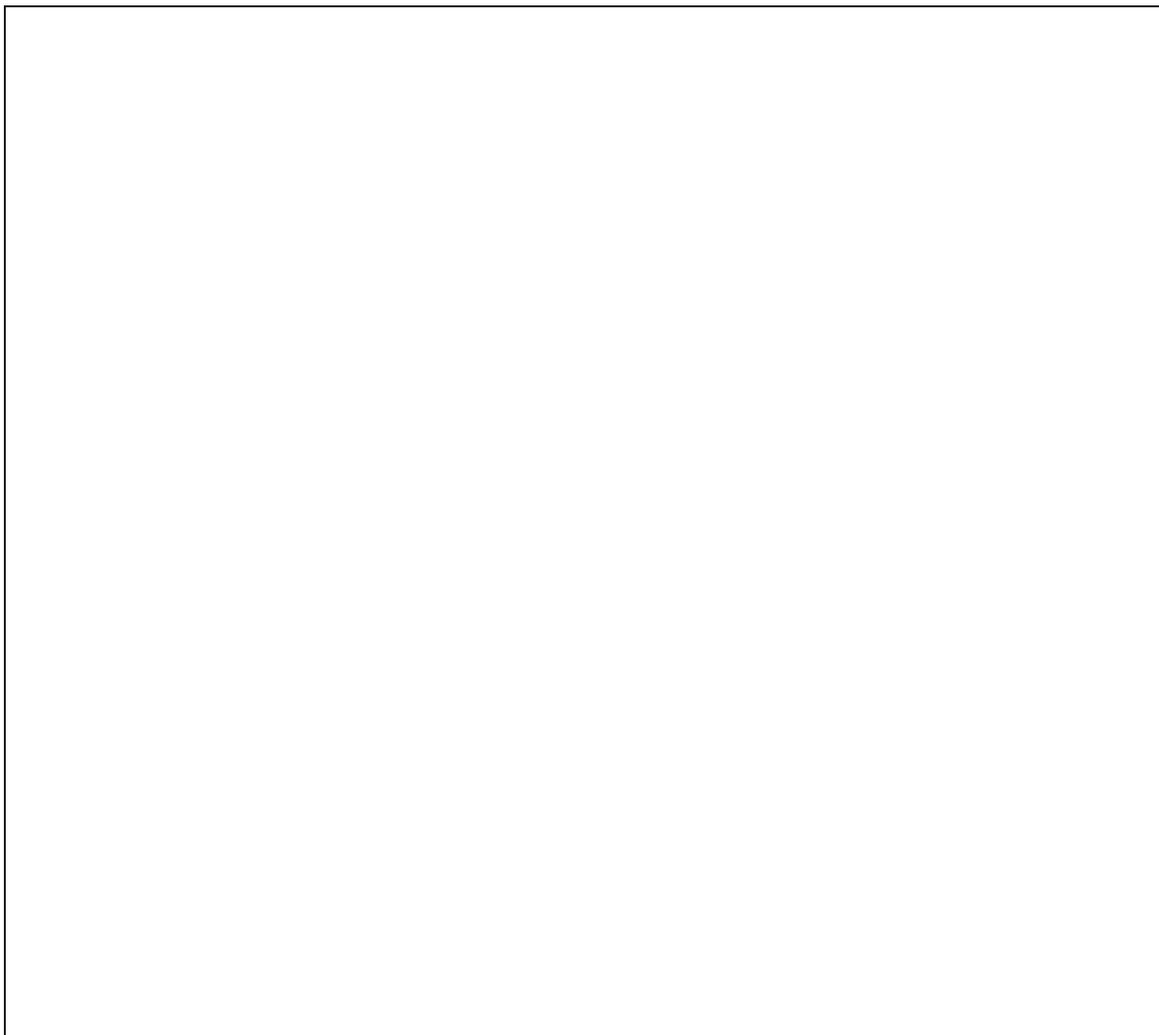




Activity: **Create a story from the pictures given by your teacher.**

- Discuss the pictures and the characters in the story.
- Name three of the key moments in the story
- Describe the characters
- Which character in the story do you like most?
- Which character has a personality most like your own?

What part of the activity was the most challenging? Explain.



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