



basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

LIFE SKILLS

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR LIFE SKILLS

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011)* replaces the *National Curriculum Statement Grades R - 9 (2002)* and the *National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

- (a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:
 - (i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*; and
 - (ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*.
- (b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:
 - (i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette, No. 29467* of 11 December 2006; and
 - (ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in the *Government Gazette, No.29466* of 11 December 2006.
- (c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.
- (d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996)*, form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of:
- equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - providing access to higher education;
 - facilitating the transition of learners from education institutions to the workplace; and
 - providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
 - Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
 - High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
 - Progression; content and context of each grade shows progression from simple to complex;
 - Human rights, inclusivity, environmental and social justice; infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
 - Valuing indigenous knowledge systems; acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency; providing an education that is comparable in quality, breadth and depth to those of other countries.
- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
 - work effectively as individuals and with others as members of a team;
 - organise and manage themselves and their activities responsibly and effectively;
 - collect, analyse, organise and critically evaluate information;
 - communicate effectively using visual, symbolic and/or language skills in various modes;
 - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
 - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

- (e) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.

1.4 Time Allocation

1.4.1 Foundation Phase

- (a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	4 (5)
III. Mathematics	7
IV. Life Skills	6
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

- (b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

- (a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	6
II. First Additional Language	5
III. Mathematics	6
IV. Science and Technology	3.5
V. Social Sciences	3
VI. Life Skills	4
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	5
II. First Additional Language	4
III. Mathematics	4.5
IV. Natural Sciences	3
V. Social Sciences	3
VI. Technology	2
VII. Economic Management Sciences	2
VIII. Life Orientation	2
IX. Arts and Culture	2

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	4.5
II. First Additional Language	4.5
III. Mathematics	4.5
IV. Life Orientation	2
V. Three Electives	12 (3x4h)

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

Life Skills

2.1 What is Life Skills

Life Skills deals with the holistic development of the learner throughout his childhood. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential. The subject encourages learners to acquire and practice life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in the society. Learners develop the skills to relate positively and contribute to family, community and society. They learn values such as respect for the rights of others and tolerance for cultural and religious diversity in order to build a democratic society.

Life Skills focuses on three components, that is, Religion Education, Physical Education and Creative Arts.

Religion Education pursues the moral and ethical development of the learners, whilst they learn in a factual way about the various religions and beliefs which exist in South Africa. It affirms learners' own identity and leads them to an informed understanding of the religious identities of others. The teaching of Religion Education must be sensitive to religious interests by ensuring that individuals and groups are protected from ignorance, stereotypes, caricatures, and denigration.

Physical Education (PE) focuses on perceptual motor development, games and sport, physical growth and development and play which contribute to development of an active and healthy lifestyle. Physical Education aims to develop learners' physical wellbeing and knowledge of movement and safety. Participation in PE will nurture positive attitudes and values that will assist learners to be physically fit, mentally alert, emotionally balanced, socially well adjusted, morally true and spiritually uplifted.

Creative Arts provides exposure to and study of a range of art forms, that is, dance, drama, music, and visual arts. The main purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts. It also provides basic knowledge and skills to be able to participate in arts activities. A safe and supportive environment is created for learners to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance. Creative Arts assists learners to give expression to their feelings and understandings.

The content addressed in Grades 4, 5 and 6 Life Skills relates to that in Life Skills in the Foundation Phase, Life Orientation and Arts and Culture in the Senior Phase and Life Orientation and Arts subjects in Grades 10, 11 and 12. The Grades 4, 5 and 6 Life Skills curriculum focus on similar areas of skills, knowledge and values and prepares learners to continue with these subjects in Grades 7 to 12. The content taught in lower grades serves as the foundation for the content to be taught in higher grades.

2.2. Specific aims

Life Skills aims to:

- (i) develop life skills through the Creative Arts, Physical Education and Religion Education;
- (ii) develop creative, expressive and innovative individuals;
- (iii) develop skills such as self-awareness, problem-solving, interpersonal relations, leadership, decision-making, and effective communication;
- (iv) provide learners with exposure to, experiences and basic skills in Dance, Drama, Music and Visual Arts including arts literacy and appreciation;
- (v) allow learners to enjoy the health benefits of exercise and develop social skills through participation in Physical Education; and
- (vi) develop a positive attitude and understanding of different religions.

2.3. Time allocation of Life Skills in the curriculum

Four hours per week is allocated to Life Skills in the NCS. The content is grouped in section 3 of this document and is paced across the 40 weeks (160 hours) of the school year to ensure coverage of the Life Skills curriculum.

2.4. Weighting of topics

Topics	Time allocation per week	Time allocation per year		
		Grade 4	Grade 5	Grade 6
Religion Education	1 hour	40 hours	40 hours	40 hours
Physical Education	1½ hours	60 hours	60 hours	60 hours
Creative Arts	1½ hours	60 hours	60 hours	60 hours
Total	4 hours	160 hours	160 hours	160 hours
	WEEKS	40	40	40

2.5 Overview of topics

Topic	Grade 4	Grade 5	Grade 6
Religion Education	<ul style="list-style-type: none"> * Nature and purpose of religion * Major religions in South Africa * Significant places and buildings in a variety of religions in South Africa * Food prescriptions in a variety of religions * Acts of compassion in different religions * Personal hygiene in different religions * Children's roles and responsibilities in different religions 	<ul style="list-style-type: none"> * Teachings of different religions * Roles of men and women in religions * Forms of worship in different religions * Role of religions in teaching social skills * Religion and peacemaking * Inequality and discrimination in religions 	<ul style="list-style-type: none"> * Religious beliefs and practices * The purpose and significance of human life * Moral obligations of religions * Discriminations against religions * Goal-setting skills using religious beliefs and lessons as guiding principles * Cultural diversity within religions
Physical Education	<ul style="list-style-type: none"> * Different ways to locomote, rotate, elevate and balance using various parts of the body with control * A variety of target games * Rhythmic movements with focus on posture and style * Basic field and track athletic activities * Safety measures 	<ul style="list-style-type: none"> * Movement sequences that require consistency and control in smooth and continuous combinations * A variety of target games * Rhythmic movements with focus on posture and style * Basic field and track athletic activities * Safety measures 	<ul style="list-style-type: none"> * Refined sequence activities emphasising changes of shape, speed and direction * A variety of striking and fielding games * Rhythmic patterns of movement with coordination and control * Basic field and track athletic activities * Safety measures
Creative Arts	<ul style="list-style-type: none"> * Dance: Dance performance Dance improvisation and composition * Drama: Warm up and cooling down Drama games Building a drama from a stimulus Verbal dynamics and tableaux * Visual Arts: Create in 2-D Create in 3-D Visual literacy * Music: Read and create Appreciate and reflect Prepare and perform 	<ul style="list-style-type: none"> * Dance: Dance performance Dance improvisation and composition * Drama: Warm up and cooling down Drama games Building a drama from a stimulus Mime * Visual Arts: Create in 2-D Create in 3-D Visual literacy * Music: Read and create Appreciate and reflect Prepare and perform 	<ul style="list-style-type: none"> * Dance: Dance performance Dance improvisation and composition * Drama: Warm up and cooling down Drama games Building a drama from a stimulus Mime * Visual Arts: Create in 2-D Create in 3-D Visual literacy * Music: Read and create Appreciate and reflect Prepare and perform

NB. Learning in the arts is circular rather than linear, therefore, the same topics are repeated throughout the year in each grade with increasing complexity.

SECTION 3

3. Outline of what is to be taught

Grade 4

TOPIC	TERM 1	GRADE 4
WEEKS 1 – 3		Recommended resources
Religion Education	3 hours	Textbook and resources on religion
Nature and purpose of religion: role of religion in developing people as individuals belonging to a society – home, school and community environments.		
Physical Education	4½ hours	Textbook, resources on safety and movement activities
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control.		
Creative Arts: Dance	4½ hours	Music system and music or percussion instruments
Dance Performance Safe dance environment - establishing controls. Safe dance practice: warming up of muscles and joints. Floor work for building strength and flexibility focusing on flexing and pointing the feet. Basic dance steps traveling across the space and in circles. Clapping and exploring rhythms and combining with locomotor movements. Cooling down with imagery. Dance improvisation and composition: non-locomotor movements. Making shapes linking different body parts.		
WEEKS 4 – 7		
Religion Education	4 hours	Textbook and resources on religion
The role of religion in the development of the self: individuality and uniqueness. Skills to accept and appreciate oneself as a unique individual with unique religious beliefs.		
Physical Education	6 hours	Textbook, resources on movement activities
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control. Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control.		
Creative Arts: Music	3 hours	Sound system, found and natural instruments
Read and create: exploration of sounds and silence. Simple rhythmic patterns on a drum or equivalent. Tonic solfa: do re mi fa so la ti do, and the hand signs thereof. Appreciate and reflect: recognition of time signatures. Identification of musical instruments and pitch classification: high-low.		
Creative Arts: Drama	3 hours	Drum or tambourine, textbook, puppets, costumes, props
Warm up and cooling down: relaxation, posture and breathing. Drama games: listening, communication, confidence, concentration. Building a drama from a stimulus: STORY LINE-what is happening? Begin, middle and end, points of action , characters – explore use of puppets, props, costumes		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook and resources on religion
Influence of religion on individual's choices relating to lifestyle: respect for own and others' bodies. Religious rules and skills for keeping oneself healthy and safe from harm: sexual abuse and violence – religion as place of safety. Formal assessment.		
Physical Education	4½ hours	Textbook, resources on movement activities
Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control. Movement performance in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control.		
Creative Arts: Dance	4½ hours	Music system and music or percussion instruments
Dance performance: safe dance practices: warming up focusing on particular body parts using imagery. Floor work for building strength and flexibility, focusing on strengthening the spine. Knee bends and rises. Basic dance steps traveling across the space and in circles. Learning simple movements in a sequence. Cooling down with imagery. Dance improvisation and composition: locomotors and non-locomotors: make a dance sequence with a clear beginning and ending shape. Exploring the use of various body parts in combination.		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

TOPIC	TERM 2	GRADE 4
WEEKS 1 & 2		Recommended resources
Religion Education	2 hours	Textbook and resources on religion
Knowledge of major religions in South Africa.		
Physical Education	3 hours	Textbook, resources on safety, sport and games
Safety issues during games. Participation in a variety of modified invasion games.		
Creative Arts: Drama	3 hours	Drum or tambourine, textbook
Warm up and cooling down: relaxation, breathing, neutral position, loosening up and energising the body. Drama games: imaginative use of voice and body, listening, communication, quick thinking, confidence, concentration and focus. Building a drama from a stimulus: - who are the characters? Explore CHARACTER. Acted play without props and costumes. Use of tableaux.		
WEEKS 3 & 4		
Religion Education	2 hours	Textbook and resources on religion
Important stages in an individual's life in different religions in South Africa: birth rituals and baptism		
Physical Education	3 hours	Textbook, resources on sport and games
Participation in a variety of modified invasion games		
Creative Arts: Music	3 hours	Sound system; found and natural instruments
Read and create: French time names - taa and ta te within these time signatures. Setting sound to picture and/or story. Appreciate and reflect: movement according to mood and tempo. Songs from different genres. Form, active listening of a variety of music. Prepare and perform: add new ones to those of the first two terms. Develop a repertoire of songs.		
WEEKS 5 – 7		
Religion Education	3 hours	Textbook, resources on religion and health
Food prescriptions in different religions in South Africa: food groups Health benefits of prescribed foods		
Physical Education	4½ hours	Textbook, resources on sport and games
Participation and movement performance in a variety of modified invasion games. Participation in a variety of modified invasion games		
Creative Arts: Visual Arts	4½ hours	Textbook, drawing materials, recyclable materials, paper, visual stimuli
Create in 2D: own world and the surrounding environment: observation and interpretation. Explore basic Art elements: line, tone, texture, shape and Design principles: contrast, proportion through at least two different drawing materials. Create in 3 D: own world and the surrounding environment: intentional construction and/or modeling of a mobile with recyclable materials. Focus on safe use of tools, consideration of others: shared resources.		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, resources on environmental health
Significant places and buildings for different religions in South Africa: places of worship, type of structure Formal assessment		
Physical Education	4½ hours	Textbook, resources on sport and games
Participation in a variety of modified invasion games Participation and movement performance in a variety of modified invasion games		
Creative Arts: Visual Arts	4½ hours	Textbook, wet and dry painting materials, etching tools, paper, visual stimuli
Visual literacy: communication skills about the visual world – indigenous and popular culture: interpret, analyse and recognise art elements: shape, colour. Create in 2D: creative lettering projects, combining shape, colour and pattern-making. Simple etching techniques.		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

TOPIC	TERM 3	GRADE 4
WEEKS 1 – 3		Recommended resources
Religion Education	3 hours	Textbook and resources on religion
Acts of compassion in different religions: caring for environment – what is healthy environment. Activities by different religions to protect the environment. Ways of taking care of and protecting one’s environment: home, school and community.		
Physical Education	4½ hours	Textbook, resources on safety and rhythmic movements
Safety measures during rhythmic movements. Participation in rhythmic movements with focus on posture.		
Creative Arts: Drama	4½ hours	Textbook, drum, tambourine, puppets, costumes, props
Warm up and cooling down: correct posture, relaxation, breathing, loosening up and energising the body, developing muscular control. Drama games: imaginative use of voice and body, cooperation, communication, trust, quick thinking. Building a drama from a stimulus: Where? Explore PLACE and SPACE. Play with props and costumes. Verbal dynamics: explore action words with the whole body: Focus on direction, contrast, develops own sequence of words, explore themes.		
WEEKS 4 – 7		
Religion Education	4 hours	Textbook, newspaper articles, resources on religion
Acts of compassion in different religions: caring for others – learn about own and others’ feelings; become aware of own and others’ views, needs and rights: other children and older people. Religious rules and skills to communicate own views and needs without hurting others’ feelings. Activities by different religions to help and protect others in need – the homeless and the needy.		
Physical Education	6 hours	Textbook, resources on rhythmic movement activities
Participation in rhythmic movements with focus on posture. Participation and movement performance in rhythmic movements with focus on posture.		
Creative Arts: Visual Arts	3 hours	Textbook, clay, scratching tools, recyclable materials, drawing materials, paper, visual stimuli
Create in 3D: animals: spatial awareness – shapes in space. Art elements, skills and techniques: modeling, joining. Create in 2D: themes exploring the social world, current events, popular culture, children’s interests and observational projects: smaller objects and still life arrangements through collage and drawing. Art elements and Design principles must be taught to increase creative challenge.		
Creative Arts: Dance	3 hours	Music system and or percussion instruments, props
Dance: safe dance practices: warming up focusing on rolling down and up the spine. Floor work for building strength and flexibility focusing on the rotation in the hips. Knee bends and rises with feet parallel and with legs apart, outwardly rotated from the hips. Body part isolations: ribs and hips – forward, backward, left and right and circling. Transfer of weight from side to side with arms swinging and with props. Learn simple movements in a sequence with variations in tempo. Cooling down with imagery. Dance improvisation and composition: exploration and composition of movement sentences using props.		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, newspaper articles, resources on religion
Acts of compassion in different religions: caring for animals. Acts of cruelty towards animals. Activities by different religions to protect animals. Ways of taking care of and protecting animals – places of safety for animals. Formal assessment		
Physical Education	4½ hours	Textbook, resources on rhythmic movement activities
Participation in rhythmic movements with focus on posture. Participation and movement performance in rhythmic movements with focus on posture.		
Creative Arts: Drama	4½ hours	Drum/ tambourine fables, legends and stories, textbook
Warm up and cooling down: correct posture, relaxation, breathing – capacity and control, muscular control. Drama games: imaginative use of voice and body, cooperation, quick thinking, problem-solving, concentration and focus. Building a drama from a stimulus: When? Explore TIME. Mimed drama with narration: Use of fables, stories and legends. It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

TOPIC	TERM 4	GRADE 4
WEEKS 1 – 3		Recommended resources
Religion Education	3 hours	Textbook, resources on religion and health
Importance of personal hygiene in different religions: cleanliness of the mind and thought, speech, deed and body. Choice of reading material, entertainment and associations. Ways of keeping tidy – washing hands, tidy clothes and hair.		
Physical Education	4½ hours	Textbook, resources on safety and athletic activities
Safety measures during athletic activities. Participation in basic field and track athletic activities.		
Creative Arts: Music	4½ hours	Sound system, found and natural instruments
Read and create: music phrases - voice to explore pitch and rhythm. Tonic solfa. Call and response. Appreciate and reflect: instrumental playing while listening to music. Active listening to a variety of music. Prepare and perform: learning and memorisation of songs. Develop a repertoire of songs. Instrumental accompaniment. Group performance on found and natural instruments.		
WEEKS 4 – 6		
Religion Education	3 hours	Textbook, resources on religion
The role of family in different religions – responsibility of parents to develop children’s spirituality. Children’s roles and responsibilities in different religions – children’s position as leaders and followers.		
Physical Education	4½ hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities. Participation and movement performance in basic field and track athletic activities.		
Creative Arts: Music	4½ hours	Sound system; found and natural instruments
Read and create: making of simple wind and percussion instruments with different tone colours. Consolidate knowledge of notation by playing on instruments. Music symbols. Appreciate and reflect: movement according to mood and tempo. Music from different genres. Instrumental playing while listening to music. Developing an understanding of the basic elements used to create the music.		
WEEKS 7 & 8		
Religion Education	2 hours	Textbook, resources on religion
Appropriate and unacceptable body language and gestures in different religions when communicating with and greeting others: children, older people, people of opposite sex and those with authority within a religion.		
Physical Education	3 hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities.		
Creative Arts: Visual Arts	3 hours	Textbook, found objects, pastels or crayons, paper, visual stimuli
Create in 2D: themes exploring the social world: create pattern- making by printing shapes in series. Simple printmaking techniques - emphasis on own world and personal expression. Observational drawing of plant forms, focusing on Art elements: <i>shape, line, texture, tone, colour, and primary, tertiary, tints and shades</i> and Design principles: <i>contrast and proportion</i> . Variation of paper size and format: different scale and degrees of detail.		
WEEKS 9 & 10		
Religion Education	2 hours	Textbook
Consolidation of work. Formal assessment		
Physical Education	3 hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities. Participation and movement performance in basic field and track athletic activities.		
Creative Arts: Dance	3 hours	Music system and music or percussion instruments
Dance performance: safe dance environment - establishing controls. Safe dance practice: warming up of muscles and joints. Floor work for building strength and flexibility focus on flexing and pointing the feet. Basic dance steps traveling across the space and in circles. Clapping and exploring rhythms and combining with locomotor movements. Cooling down with imagery. Dance improvisation and composition: non-locomotor movements. Making shapes linking different body parts.		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

Grade 5

TOPIC	TERM 1	GRADE 5
WEEKS 1 – 3		Recommended resources
Religion Education	3 hours	Textbook, resources on religion, newspaper articles
Religious teachings and character development: behaviour, attitudes, difference between right and wrong. Influence of others on individual's character formation: peers, family and community.		
Physical Education	4½ hours	Textbook, resources on safety and movement activities
Safety measures. Participation in movement sequences that require consistency and control in smooth and continuous combinations.		
Creative Arts: Dance	4½ hours	Music system and music or percussion instruments
Dance performance: safe dance environment. Warming up with a focus on different body parts. Floor work for building strength and flexibility. Arm reaches in all directions. Arm swings side to side and figure 8 with transfer of weight. Bouncing jumps with parallel feet. Learning steps of a movement sequence of any dance style. Cooling down stretch exercise with focus on various body parts. Dance Improvisation and Composition: exploration and composition of movements using elements of Time: tempo, beats, rhythm and percussive instruments including body percussion.		
WEEKS 4 – 7		
Religion Education	4 hours	Textbook, newspaper articles, resources on religion
Teachings of different religions in South Africa: similarities and differences. Learning to respect differences, others' rights and beliefs – learners share their religious beliefs and practices and importance of religion in their lives.		
Physical Education	6 hours	Textbook, resources on movement sequences activities
Participation in movement sequences that require consistency and control in smooth and continuous combinations. Participation and movement performance in movement sequences that require consistency and control in smooth and continuous combinations.		
Creative Arts: Drama	3 hours	Drum / tambourine, textbook
Warm up and cooling down exercises: relaxation, breathing, loosening and energising the body, neutral position. Drama games: concentration, sensory perception, spatial awareness. Building a drama from a stimulus: revising time, place, character, story line, key moments. Role play- appropriate language and movement.		
Creative Arts: Visual Arts	3 hours	Textbook, drawing materials, recyclable materials, paper, visual stimuli
Visual Literacy: express, identify/name, question and reflect through looking, listening, talking and writing about Body Adornment. Create in 2D: drawing miniature portraits. Make use of Art elements: line, tone, texture and Design principles: contrast, proportion, emphasis. Creative lettering as background or frame for portrait. Pattern- making. Create in 3D: creating Body Adornment. Skills and techniques: pasting, cutting, modelling, wrapping, tying, joining. Concern for the environment: recyclable materials.		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, resources on religion and health
Influence of religious teachings and skills in making informed decisions regarding good and bad influences – ways to stop unhealthy behaviour: sexual immorality, use of tobacco and unlawful drugs and abuse of alcohol – dangers of unhealthy sexual behaviour and substance abuse. Formal assessment		
Physical Education	4½ hours	Textbook, resources on movement sequences activities
Participation in movement sequences that require consistency and control in smooth and continuous combinations. Participation and movement performance in movement sequences that require consistency and control in smooth and continuous combinations.		
Creative Arts: Dance	4½ hours	Music system and music or percussion instruments
Dance performance: same as previous term adding arm stretches to the sides. Leg swings back and forward standing in a circle holding hands for balance. Arm reaches and lunges in all directions and transferring weight side to side. Jumps with quarter turns. Learning and performing steps of a movement sequence that include reaches, lunges and locomotors with extreme energy changes. Dance Improvisation and Composition: elements of force: smooth and jerky, strong and light. Create a combination of two or more movements with a partner using extreme energy changes.		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

TOPIC	TERM 2	GRADE 5
WEEKS 1 & 2		Recommended resources
Religion Education	2 hours	Textbook, resources on religion
Roles of men and women in different religions in South Africa. Important stages in an individual's life in different religions: coming of age ceremonies. Personal and social significance of the stage.		
Physical Education	3 hours	Textbook, resources on safety, games and sport
Safety issues. Participating in a variety of target games.		
Creative Arts: Visual Arts	3 hours	Textbook, pastels/ crayons, paper off-cuts, visual stimuli
Create in 2D: drawing insects. Emphasis on the observation and interpretation of the world around them, response as personal expression. Create in 3D: create large paper maché insects. Emphasis on the observation and interpretation of the world around them, response as personal expression. Use of tools: safety measures, care of tools, consideration of others: shared resources		
WEEKS 3 & 4		
Religion Education	2 hours	Textbook, resources on religion
Important stages in an individual's life in different religions: marriage customs, customs associated with death. Personal and social significance of each stage.		
Physical Education	3 hours	Textbook, resources on games and sport
Participation in a variety of target games.		
Creative Arts: Drama	3 hours	Drum or tambourine, textbook
Warm up and cooling down exercises: relaxation breathing spinal warm-up Drama games: concentration, cooperation, trust, sensory perception and spatial awareness. Develop a short classroom drama as in term 1, focusing on characterisation-background, appropriate language and movement		
WEEKS 5 – 7		
Religion Education	3 hours	Textbook, resources on religion
Forms of worship, expression and belief in different religions in South Africa: images, symbols, spiritism, supernatural being, prayer and meditation.		
Physical Education	4½ hours	Textbook, resources on games and sport
Participation and movement performance in a variety of target games. Participation in a variety of target games.		
Creative Arts: Music	4½ hours	Sound system, found and natural instruments
Read and create: explore sounds. French time names to explore rhythms. Setting sound to pictures and stories using more complicated rhythms and simple poly rhythms. Appreciate and reflect: identification of different Western and African string and woodwind instruments both visually and aurally through listening and viewing pictures. Prepare and perform: singing of melodies and songs. Tonic solfa to understand the keys.		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, resources on religion
Clothing in different religions: acceptable dress and appearance for men, women and children and those in authority/ leadership position in religions – what do the clothing symbolise? Formal assessment.		
Physical Education	4½ hours	Textbook, resources on games and sport
Participation in a variety of target games. Participation and movement performance in a variety of target games.		
Creative Arts: Music	4½ hours	Sound system; found and natural instruments
Read and create: rhythms on a drum. Music phrases – French Time Names to explore rhythms in more depth. Use of body percussion or instruments. Combination of reading pitch with tonic solfa. Use French Time Names to understand rhythm. Appreciate and reflect: recognise the form of music examples and songs through active listening and participating. Prepare and perform: sing melodies and songs. Use tonic solfa to understand the keys. Learn various songs – including rounds/canon and two part songs from memory by repeating the songs often. Songs with different moods and subjects from various cultures of South Africa. Instruments to accompany songs of various cultures or play melodic and/or non melodic percussion instruments in a group.		

It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.

TOPIC	TERM 3	GRADE 5
	WEEKS 1 – 3	Recommended resources
Religion Education	3 hours	Textbook, newspaper articles, resources on religion
The role of religion in preparing individuals to play an active role as citizens: taking an active role in school and community life – identifying a social problem at school and community and addressing it: substance abuse, bullying and violence.		
Physical Education	4½ hours	Textbook, resources on safety and rhythmic movements
Safety measures. Participation in rhythmic movements with focus on posture and style.		
Creative Arts: Visual Arts	4½ hours	Textbook, drawing materials, paper, clay, painting materials, visual stimuli
Create in 2D: drawing My Family, reinforcing Art elements, Design principles and Drawing techniques. Create in 3D: own and wider world – intentional construction and/or modeling of an animal. Conscious understanding of space. Visual literacy: looking, talking, and listening. Descriptions of famous artworks, popular culture and the environment: personal meaning and recognition of images expressed in words. Identification of art elements in own works, artworks, popular culture and the surrounding environment. Emphasis on personal expression and interpretation by the child, rather than on universal meaning-making.		
WEEKS 4 – 7		
Religion Education	4 hours	Textbook, newspaper articles, resources on religion
The role of religion in teaching social skills: learning how to share, take turns, play and help others, skills to solve arguments and disagreements and resist bullying – as a member of a family, class, school, community and religion. Ways of getting help when dealing with bullying.		
Physical Education	6 hours	Textbook, resources on rhythmic movements
Participation in rhythmic movements with focus on posture and style. Participation and movement performance in rhythmic movements with focus on posture and style.		
Creative Arts: Dance	3 hours	Music system, music or percussion instruments
Dance performance: same as previous terms adding learning a dance sequence that includes jumps, turns and leaps with pathways in space. Relaxation exercise for cooling down. Dance improvisation and composition: elements of space – directions, levels, size, shape, pathways. Composition of movement sentences using natural objects and pathways in space.		
Creative Arts: Music	3 hours	Sound system; found and natural instruments
Read and create: French time names to understand rhythm. French time names to explore rhythms in more depth. Appreciate and reflect: active listen to a variety of selected music to identify the genre and style, understand and reflect on elements such as line, timbre, texture, form used to create the music. Prepare and perform: various songs – suitable for the grade a 5 learner including rounds or canon and two part songs from memory. Songs must reflect different moods and subjects from various cultures of South Africa. Instruments to accompany songs of various cultures or play melodic and/or non melodic percussion instruments in a group.		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, newspaper articles, resources on religion
Religions and peacemaking: activities of members of different religions and religious leaders in addressing crime, violence, creating harmonious living among members of a society and their contributions in areas of war. Formal assessment		
Physical Education	4½ hours	Textbook, resources on rhythmic movements
Participation in rhythmic movements with focus on posture and style. Participation and movement performance in rhythmic movements with focus on posture and style.		
Creative Arts: Visual Arts	4½ hours	Textbook, drawing, painting and recyclable materials
Visual Literacy: buildings. Similarities and differences, respect and understanding of self and community. Interpret, analyse and recognise signs and symbols. Wider world: listening and responding to the verbal expression of others. Values development: discuss photograph, painting, sculpture or example of popular culture to engage in moral, ethical and philosophical discussions. Create in 2D: simple etching techniques in themes exploring the social world – buildings. Create in 3D: creating Personal Shelters. Increased knowledge and use of all art elements. Concern for the environment.		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

TOPIC	TERM 4	GRADE 5
WEEKS 1 – 3		Recommended resources
Religion Education	3 hours	Textbook, Life skills manual, resources on religion
The role of religion as provider of shelter, guidance and support for their members when dealing with different emotions: loss, grief, pain and anger. Learning how to identify and name feelings, skills to manage emotions in a positive way.		
Physical Education	4½ hours	Textbook, resources on safety and athletic activities
Safety measures. Participation in basic field and track athletic activities.		
Creative Arts: Drama	4½ hours	Drum / tambourine, textbook, tongue twisters, rhymes, songs or poems
Warm up and cooling down: relaxation, breathing, resonance. Drama games: concentration, sensory perception, spatial awareness. Building a drama from a stimulus: develop a classroom drama-characterisation – gestures, facial expression and body language.		
WEEKS 4 – 6		
Religion Education	3 hours	Textbook, Bill of Rights, resources on religions
Inequality and discrimination within religions: recognition of the rights of children and adults. Acts of inequality and discrimination within different religions. How religions are addressing inequalities and discriminations.		
Physical Education	4½ hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities. Participation and movement performance in basic field and track athletic activities.		
Creative Arts: Drama	4½ hours	Drum or tambourine, textbook
Warm up and cooling down: relaxation, breathing, resonance and articulation. Drama games: concentration, sensory perception, spatial awareness. Building a drama from a stimulus: develop a classroom drama to consolidate all aspects of playmaking developed in grades 4 and 5: Create a soundscape to accompany the drama and enhance its effectiveness. Mime: location, character and action		
WEEKS 7 & 8		
Religion Education	2 hours	Textbooks, newspaper articles, resources on religion
Misconceptions about religions: how different religious beliefs and practices are misunderstood and misinterpreted by society – myths and realities about different religions.		
Physical Education	3 hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities.		
Creative Arts: Music	3 hours	Sound system; found and natural instruments
Read and create: French Time Names to explore rhythms. Body percussion or instruments. Explore concept of flat – hearing and playing. Appreciate and reflect: a variety of selected music to identify the genre, style, instruments, and elements of music. Playing imaginative games and different instruments with each section of the music. Different Western and African string and woodwind instruments both visually and aurally through listening and viewing pictures. Prepare and perform: songs from memory. Instruments to accompany songs. Melodic and/or non melodic instruments in a group with appropriate rhythm, pitch and dynamics. Rhythmic patterns on a drum or equivalent.		
WEEKS 9 & 10		
Religion Education	2 hours	Textbook, resources on religion
Consolidation of work. Formal assessment		
Physical Education	3 hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities. Participation and movement performance in basic field and track athletic activities.		
Creative Arts: Dance	3 hours	Music system and music or percussion instrument
Dance: same as previous terms adding foot strengthening exercises and foot isolations in preparation for jumps. Add on to dance sequences of previous terms including changes of directions and levels. Cooling down with flowing soft movements to soothing music. Dance improvisation and composition: finding different ways of balancing on one leg alone and with a partner. Relationships in movement: meeting and parting, call and response		

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TOPIC	TERM 1	GRADE 6
	WEEKS 1 – 3	Recommended resources
Religion Education	3 hours	Textbook, resources on religion and health
Religious Festivals: activities and customs related to the festivals in a variety of religions in South Africa, types of food for the religious festivals. Nutritional value of these foods.		
Physical Education	4½ hours	Textbook, resources on safety and movement
Safety measures. Participation in refined sequenced activities emphasising changes of shape, speed and direction.		
Creative Arts: Music	4½ hours	Sound system; found and natural instruments
Read and create: Music phrases - voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns. Rhythmic patterns played on a drum or equivalent. Explore and use drum hand techniques such as base slap, open slap, muffle. French Time Names to facilitate fluent reading. Rhythm combined with pitch to create melodies. Appreciate and reflect: listen actively to a variety of genres and styles. Chordophone, idiophone, membranophones and aerophones to identify instruments. Listen to different Western and African string, woodwind, brass and percussion instruments both visually and aurally through listening and viewing pictures. Prepare and perform: songs suitable for grade 6 learners. Include songs of at various cultures of the world. Songs to be two to three parts.		
WEEKS 4 – 7		
Religion Education	4 hours	Textbook, resources on religion and health
Religious belief and practices – religion and healthy lifestyle: lessons relating to health and wellbeing: eating healthy, benefits of physical activities, sexuality. Views of different religions on sexual orientation. Ways of keeping safe in familiar situations: knowing harmful aspects of some household products and medicines, knowing traffic rules – how and where to cross the road safely.		
Physical Education Athletics	6 hours	Textbook, resources on sequence movement activities
Participation in refined sequenced activities emphasising changes of shape, speed and direction. Participation and movement performance in refined sequenced activities emphasising changes of shape, speed and direction.		
Creative Arts: Visual Arts	3 hours	Textbook, drawing and recyclable materials, visual stimuli
Create in 2D: creative lettering projects combining shape, line, texture and pattern-making. Pattern- making: create own by drawing, collage, design. Experiment with art elements, geometric shapes and design principles in pattern-making as surface decoration. Create in 3D: surface design on any container or box. Art elements: continue to deepen knowledge and use of all art elements and design principles. Concern for the environment: recyclable materials. Visual Literacy: discuss own works: similarities and differences, respect and understanding of self and community		
Creative Arts: Dance	3 hours	Music system and music or percussion instruments
Dance performance: safe dance environment: establishing controls and balance. Warming up focusing on spinal flexibility and strength. Floor work for building strength and flexibility. Transfer of weight from side to side combined with travelling turns. Foot warm ups. Jumps in parallel and turn-out position alternating from two to one foot. Learning a group dance sequence in any dance style with changing patterning. Dance improvisation and composition: Elements of Space: symmetry and asymmetry and how shapes evoke different feelings Elements of Space: patterning. Composition of a short sequence in small groups using symmetry, asymmetry and patterning.		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, resources on religion
Relationships within religions between children and parents, among members of a religion, between members of a religion and community: ways that family and friends should care, respect and show concern for one another. How to relate with people outside their own religion. Formal assessment		
Physical Education	4½ hours	Textbook, resources on sequence movement
Participation in refined sequenced activities emphasising changes of shape, speed and direction. Participation and movement performance in refined sequenced activities emphasising changes of shape, speed and direction.		
Creative Arts: Music	4½ hours	Sound system; found and natural instruments
Read and create: French Time Names to facilitate fluent reading. Reading and singing of melodies. Exploration of low sounds. Introduction of the F clef. Appreciate and reflect: songs suitable for grade 6 learners. Include songs of at various cultures of the world. Songs to be two to three parts. Learn songs from memory. Create a broad repertoire of songs. Suitable accompaniments on melodic and non-melodic instruments		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

TOPIC	TERM 2	GRADE 6
WEEKS 1 & 2		Recommended resources
Religion Education	2 hours	Textbook, resources on religion
Religious beliefs and practices: fasting in different religions – when, how, why and how long. Health benefits and risks associated with fasting.		
Physical Education	3 hours	Textbook, resources on safety, games and sport
Safety issues. Participation in a variety of striking and fielding games.		
Creative Arts: Visual Arts	3 hours	Textbook, drawing materials, clay, visual stimuli
Visual literacy: people in unusual clothing or wrapping. Emphasis on the personal expression and interpretation by the child, rather than on universal meaning-making. Interpret, analyse and recognise animal signs and symbols: road signs, religious symbols, symbols in popular culture, national and international symbols. Create in 2D: drawing of a live model in unusual clothes or wrapping. Variation of paper size and format: experience working with different scale and degrees of detail. Create in 3D: a person in unusual or traditional clothing: intentional construction and/or modelling. Understanding and use of space.		
WEEKS 3 & 4		
Religion Education	2 hours	Textbook, religious resources, newspaper articles
Religious beliefs about purpose and significance of life: human beings and animals. Religious views on suicide, death sentence and killing other human beings and animals.		
Physical Education	3 hours	Textbook, resources on games and sport
Participation in a variety of striking and fielding games.		
Creative Arts: Dance	3 hours	Music system and music or percussion instruments
Dance Performance: same as previous term. Add rises to arm swings of previous term. Foot warm ups. Jumps and leaps from one foot to the other with changing directions. Adding on to the group dance from Term 1, with variations of levels – high, medium, low. Dance Improvisation and Composition: Element of force: dynamic qualities. Exploration of turning at different levels – high, medium, low. Creating a short dance sequence that incorporates turns, levels and varied dynamics.		
WEEKS 5 – 7		
Religion Education	3 hours	Textbook, Bill of Rights, resources on religions
Religion and freedom of choice: the right of members, children and adults to or not to participate in different religious activities – birth, baptism, wedding and death rituals/ customs. Risks or dangers associated with non participation; penalties for non participation. Decision-making skills: whether to or not to participate in own religious activities – looking at the pros and the cons.		
Physical Education	4½ hours	Textbook, resources on games and sport
Participation and movement performance in a variety of striking and fielding games. Participation in a variety of striking and fielding games.		
Creative Arts: Drama	4½ hours	Drum / tambourine, textbook, stories, fables, anecdotes
Warm up and cooling down: relaxation, breathing, resonance, articulation, pitch, physical loosening up and energising of the body. Drama games: concentration, listening, problem solving, communication: voice and body, action and reaction. Building drama from a stimulus: continue to develop storytelling skills as in term 1, by adding song, sound-effects, whole space, tempo.		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, Bill of rights
Dignity of a person in different religions in South Africa: names and clothing given to religious leaders, meaning or significance of a position within a religion. Formal assessment		
Physical Education	4½ hours	Textbook, resources on games and sport
Participation in a variety of striking and fielding games. Participation and movement performance in a variety of striking and fielding games.		
Creative Arts: Drama	4½ hours	Drum / tambourine textbook, stories, fables, anecdotes
Warm-up and cooling down exercises: relaxation, breathing, resonance, articulation, physical loosening up and energising of the body. Drama games: concentration, listening, problem solving, action and reaction. Building a drama from a stimulus: storytelling in South Africa-traditional ways of storytelling according to different cultures. Storytelling skills-voice, movement, body language, facial expression, eye contact, vocal and physical characterisation.		

It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.

TOPIC	TERM 3	GRADE 6
WEEKS 1 – 3		Recommended resources
Religion Education	3 hours	Textbook, resources on religion
The role of religion in developing confidence in young people: learning to recognise own abilities, talents and strengths, being valued as a human being – assignments given to children. Explore opportunities of making the most of own abilities and talents – volunteering own time and energy.		
Physical Education	4½ hours	Textbook, resources on safety and rhythmic activities
Safety issues. Participation in rhythmic patterns of movement with coordination and control.		
Creative Arts: Visual Arts	4½ hours	Textbook, found, drawing and painting materials, visual stimuli
Create in 3D: continue to deepen knowledge and use of all art elements and design principles through the pasting, cutting, wrapping, tying, folding of own symbolic (inner) animal. Create in 2D: observational drawing of small objects and painting of still life arrangements. Emphasise contrast.		
WEEKS 4 – 7		
Religion Education	4 hours	Textbook, resources on religions
Moral obligations of religions: moral lessons selected from different religions in South Africa. Lessons that promote moral uprightness, honesty and responsible citizenship: respecting laws and rules that govern human existence - obeying traffic rules, paying taxes and behaving well.		
Physical Education	6 hours	Textbook, resources on rhythmic movement activities
Participation in rhythmic patterns of movement with coordination and control. Participation and movement performance in rhythmic patterns of movement with coordination and control.		
Creative Arts: Music	3 hours	Sound system; found and natural instruments
Read and create: French Time Names to facilitate fluent reading. Reading and singing of melodies. Use tonic solfa to understand the keys. African polyrhythm - least 3 different levels. Short rhythmic patterns with body percussion and any available instrument or voice. Appreciate and reflect: recognition of form and structure in all music examples and songs. Recognition of all aspects of music notation in music examples and songs. Identification of instruments both visually and aurally according to how sound is produced. Prepare and perform: songs suitable for grade 6 learners. Include songs of at various cultures of the world. Songs to be two to three parts. Learn songs from memory. Create a broad repertoire of songs. Suitable accompaniments on melodic and non-melodic instruments.		
Creative Arts: Drama	3 hours	Drum / tambourine, textbook, examples of stories, fables, anecdotes
Warm up and cooling down: relaxation, breathing, resonance, articulation, pitch, physical loosening up and energising of the body. Drama games: concentration, listening, problem solving, communication: voice and body, action and reaction. Building a drama from a stimulus: combining storytelling and dramatisation- narrator, characters, use of space, creating a clear point of conflict, leading to a resolution, including elements of storytelling as explored during previous terms		
WEEKS 8 – 10		
Religion Education	3 hours	Textbook, newspaper articles, laws on diversity
Discriminations against religions: acts of discrimination towards certain religious groups. Laws against religious discrimination: accommodating religious diversity – rituals and practices: at school and workplace. Ways to address discriminations and promote respect and equality. Formal assessment		
Physical Education	4½ hours	Textbook, resources on rhythmic movement activities
Participation in rhythmic patterns of movement with coordination and control. Participation and movement performance in rhythmic patterns of movement with coordination and control.		
Creative Arts: Visual Arts	4½ hours	Textbook, recyclable materials, off-cuts, magazines, visual stimuli
Visual literacy: express, identify/name, question and reflect on Interesting Clothing. Emphasis on the personal expression and interpretation by the child, rather than on universal meaning-making. Create in 3D: explore possibilities of various recyclable materials through the creation of small unusual costumes for the human body. Create in 2D: collage of a monochromatic – one colour portrait, reinforcing the Art elements and Design principles.		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

TOPIC	TERM 4	GRADE 6
WEEKS 1 – 3		Recommended resources
Religion Education	3 hours	Textbook, resources on religion
Goal setting skills using religious beliefs and lessons as guiding principles: goals for personal, social, emotional, spiritual and physical development and health.		
Physical Education	4½ hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities.		
Creative Arts: Dance	4½ hours	Music system, music or percussion instruments, photographs/ pictures of postures and dance genres
Dance Performance: same as in previous terms focusing on posture and alignment: Arm swings and arm circles forward and backward with travelling steps. Combinations of reaches, lunges and transfer of weight in different directions. Fast rapid movements of the feet and other body parts. Turning with eye contact and focused eyes on the spot. Learning dance steps from two different cultures.		
Dance Improvisation and Composition: leading with different body parts – leading with the elbow, leading with the nose / feet / hip.		
WEEKS 4 – 6		
Religion Education	3 hours	Textbook, resources on religion
Cultural diversity within religions in South Africa: explore different cultures within the same religion – differences and similarities.		
Physical Education	4½ hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities.		
Participation and movement performance in basic field and track athletic activities.		
Creative Arts: Dance	4½ hours	Music system and or percussion instruments, pictures of different dance forms
Dance Performance: same as in previous terms focusing on the controlled and relaxed use of the joints Mastery of the dance sequence.		
Dance Improvisation and Composition: exploring everyday movements involving gesture. Creating movement phrases combining gestures.		
WEEKS 7 & 8		
Religion Education	2 hours	Textbook, resources on religion
Forms of communication in different religions: oral traditions, holy writings and literature.		
Physical Education:	3 hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities.		
Creative Arts: Drama	3 hours	Drum / tambourine, textbook, examples of stories, fables, anecdotes
Warm up and cooling down: relaxation, breathing, resonance, articulation, pitch, physical loosening up and energising of the body		
Drama games: concentration, listening, problem solving, communication: voice and body, action and reaction.		
Building a drama from a stimulus: storytelling using pictures, props, music. Consolidate all storytelling skills from previous terms.		
Mime: emotional expression, weight, size, shape, texture, smell, taste.		
WEEKS 9 & 10		
Religion Education	2 hours	Textbook, resources on religion
Consolidation of work. Formal assessment.		
Physical Education	3 hours	Textbook, resources on athletic activities
Participation in basic field and track athletic activities.		
Participation and movement performance in basic field and track athletic activities.		
Creative Arts: Music	3 hours	Sound system; found and natural instruments
Read and create: consolidate knowledge of rhythms. Poly-rhythms.		
Appreciate and reflect: actively listening of a variety of music. Understanding of elements used to create the music. How sound is produced. Understand the meaning of the music and the context in which it is performed. Identification of the instruments used in the performance. Prepare and perform: group performance – illustrate skills mastered. Performance of songs of various cultures of the world. Songs Structure- two to three parts. Memorisation of Songs. Repertoire building. Performance of songs with suitable accompaniments on melodic and non-melodic instruments.		
It is compulsory to cover the given content in the term indicated. The sequence of the content within the term is however, not fixed.		

SECTION 4

Assessment in Life Skills

4.1 Guidelines for good assessment practices in Life Skills

Assessment in Life Skills is an integral part of daily teaching and learning. It is a continuous planned process of identifying, gathering and interpreting information about the learners' performance. Assessment activities are planned in such a manner that they complement learning activities.

Assessment involves four steps, generating and collecting evidence of achievement, evaluating this evidence against the intended achievement levels, recording the findings of this evaluation and using this information to understand and thereby assist the learner's development and improve the process of learning and teaching. Learner progress in Life Skills is monitored throughout the school year and involves daily and formal assessments.

4.1.1. Daily assessment

Daily assessment in Life Skills provides learners with a variety of opportunities to develop and master the knowledge, skills and values related to the subject. It is done during and after the teaching and learning process. The teacher may choose any of the following as a daily assessment task: a short class test, a discussion, a practical demonstration, a mind map, debate, role-play, an interview, design and make, oral and written presentation.

The teacher does not have to mark each of these performances, but can guide learners to assess their own performance or that of peers with relevant assessment tools such as a memorandum for tests, or a checklist for an observation exercise. The use of observation checklist in daily assessment tasks helps learners to determine their progress towards the knowledge, skills and values that will be assessed in the Formal Assessment tasks.

4.2 Number of formal assessment tasks per term and mark allocation

In Life Skills, learners are expected to complete a total of four formal assessment tasks per grade. The following forms of assessment, that is, examination or test; project or assignment or case study; Physical Education Task (PET) and Creative Arts Task (CAT) will be administered per term. The four formal tasks make up 100% of the total mark out of 400 throughout each of the Grades 4, 5 and 6.

The weighting of marks for the four formal tasks is as follows:

- a. 1 Examination + 1 test + 1 Project + 1 assignment or case study = 120 marks
- b. 1 Physical Education Task (PET) = 120 marks
- c. 1 Creative Arts Task (CAT) = 160 marks

When recording and reporting on learner performance the following marks are applicable per term:

Term	Grade 4 Tasks	Grade 5 Tasks	Grade 6 Tasks	Marks	
				For recording per term	For reporting per term
1	Assignment	Case study	Assignment	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
2	Test	Test	Test	30	100
	PET	PET	PET	30	
	CAT	C A T	CAT	40	
3	Project	Project	Project	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
4	Examination	Examination	Examination	30	100
	PET	PET	PET	30	
	CAT	CAT	CAT	40	
	Total			400	400

For grade 6, the examination will be written out of a mark of 60 and divided by 2, that is, $60 / 2 = 30$ marks for recording.

4.3 Nature of internal tasks

4.3.1 Projects

The Life Skills project will be any piece of work in which knowledge, skills and values which lead towards competence in specified content are demonstrated. The task will involve collecting, interpreting and presenting findings into a written product that may be reported or performed by the learners. Learners will collect data/ resources/ information to perform the task outside of contact time. The completion of the project must be facilitated by the teacher in class time to ensure the authenticity of the product.

The nature of the project will be determined by the content covered according to the annual teaching plan. Learners must be given enough time to complete the project. They need adequate guidance at the outset of the project and progress must be monitored throughout. All assessment criteria applicable to the project must be discussed with the learners prior to the commencement of the project.

4.3.2 Assignments

In Life Skills, this form of assessment will allow for a more holistic assessment of knowledge, skills and values and their application in different contexts. The assignment will be a problem-solving exercise with clear guidelines and of a specified length. The assignment must be shorter than a project. The focus and nature of the task will be determined by the content covered according to the annual teaching plan for the Religion Education component. The teacher will provide learners with resources and information required to deliver the task.

4.3.3 Case studies

The case study will involve a detailed description of a specific situation or phenomenon. The description can either be real or hypothetical and can be taken from a book, newspaper, magazine, video or the radio. In Life Skills, the case study will enable the teacher 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 for the Religion Education component. The teacher will provide learners with resources and information required to deliver the task.

4.3.4 Tests

Life Skills tests will consist of a range of questions that will assess knowledge recall, understanding and the application of knowledge and skills. They will be administered during the Religion Education period.

4.3.5 Examinations

Examinations of at least 45 minutes each in Grades 4 and 5 and 75 minutes each in Grade 6 must be administered at the end of the year as part of the internal examination timetable of the school/ district / province. The examinations will address the knowledge and skills covered according to the annual teaching plan for the Religion Education component. They will incorporate more than one type of question and require the *application of knowledge and skills*.

Outline for examinations and tests

The outline below will be followed when setting the Life Skills examination and test papers.

The Grades 4 and 5 examinations and tests will consist of two sections. Total for examination or test: **30 Marks**

Section A: 10 marks	Section B: 20 marks
All questions are compulsory. <ul style="list-style-type: none">• The questions must be matching columns and fill in/ complete sentences or list.• They will test understanding and factual knowledge.	All questions are compulsory. <ul style="list-style-type: none">• Case study questions may be used.• The questions must be a combination of three or more types of questions, ranging from explain, what, why and describe.• They will be short open-ended and knowledge-based questions that include information that learners have acquired from the Life Skills class.• Learners must provide direct responses and full sentences in point form.• One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.
Note. Information provided in the case studies must be current, up-to-date, age-appropriate and learner-friendly.	

The Grade 6 test will follow the Grades 4 and 5 examination outline. The Grade 6 examination paper will consist of three sections. Total for examination: **60 Marks**

Section A: 20 marks	Section B: 25 marks	Section C: 15 marks
<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • The questions must be matching columns, true or false, multiple choice or list. • They will test understanding and factual knowledge. 	<p>All questions are compulsory.</p> <ul style="list-style-type: none"> • Case study questions may be used. • The questions must be a combination of three or more types of questions, ranging from explain, what, why and describe. • They will be short open-ended and knowledge-based questions that include information that learners have acquired from the Life Skills class. • Learners must provide direct responses and full sentences in point form. 	<p>Learners will be expected answer a 10-mark and a 5-mark questions.</p> <ul style="list-style-type: none"> • Questions will focus on the application of knowledge and skills. • Learners will make decisions and give advice. They will provide few direct responses and a short paragraph that states, explains or describes an issue. • Each question will focus on the specific information or the integration of content. • A short text/ diagram/ data can be provided as a stimulus.
<p>Note. Information provided in the texts must be current, up-to-date, age-appropriate and learner-friendly.</p>		

NB. A marking memorandum or guideline suitable to each of the tasks above must be used to assess learner performance. The nature of the task and the knowledge, skills and values that are to be assessed will provide guidance on the type of the marking memorandum. Provision must be made in the marking memorandum or guideline for the learner's own interpretation of the questions. Examples of assessment tools that are appropriate to assess learner performance in Life Skills are the marking memorandum or guideline, criteria checklist, observation sheet or rubric.

4.3.6 Physical Education task

The Physical Education Task (PET) is administered across all four school terms in Grades 4, 5 and 6. Learners are expected to participate in Physical Education periods every week which are timetabled to take place in fixed periods, labelled *Physical Education* on the school timetable. Learner participation and movement performance in the PET will, therefore, be assessed through class observation and reported in each term. The marks obtained per learner per term are added up to give a total mark out of 120 for the PET at the end of each grade. The mark allocation for the PET is 30% of the total mark out of 400 for Life Skills, that is, 120 marks.

The focus of assessment within the PET falls on the two broad categories, that is:

- a. record of **participation** per week; and
- b. movement performance.

4.3.7 Creative Arts task

The Creative Arts Task (CAT) is administered across all four school terms in Grades 4, 5 and 6. Learner participation and ability in the CAT will be assessed through class observation and reported in each term. Ability for only one art form will be assessed per term. The teacher will observe learner's participation and ability to respond to instructions, improvise with confidence, work sensibly with others and compose a dance sequence/ develop a classroom drama/ be creative, experiment with and use art materials with confidence. The marks

obtained per learner per term are added up to give a total mark out of 160 for the 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.

The focus of assessment within the CAT falls on the two broad categories, that is:

- a. record of **participation** per week; and
- b. ability.

Assessment tool for Physical Education and Creative Arts tasks

The assessment tool for learner performance in the two criteria per task:

LEVEL	Limited	Adequate	Proficient	Excellent
CRITERION 1: (PET and CAT)				
Divide number of times a learner participated by number of weeks per term and multiply by 100 to obtain a percentage and then convert to a mark out 20.				
FREQUENCY OF PARTICIPATION (20 marks)	0% = 0 marks (did not participate at all) 1-5% = 1 mark 6-9% = 2 marks 10-15% = 3 marks	16-19% = 4 marks 20-25% = 5 marks 26-29% = 6 marks 30-35% = 7 marks 36-39% = 8 marks	40-45% = 9 marks 46-49% = 10 marks 50-55% = 11 marks 56-59% = 12 marks 60-65% = 13 marks	66-69% = 14 marks 70-75% = 15 marks 76-79% = 16 marks 80-89% = 18 marks 90-100% = 20 marks
CRITERION 2: (PET)				
While a record will be kept of learner participation per week, each learner will not be assessed on movement performance in every Physical Education period, but will be formally observed at least two times across a school term for formal assessment purposes to determine their level of movement performance. Allocate a mark out of five (5) for each of the two observations to obtain a final mark out of ten (10).				
OUTCOME OF MOVEMENT PERFORMANCE (10 marks)	Very clumsy and/or ineffective – movements do not produce the desired outcome at all (0-1 mark)	Requires further attention and refinement – lapses in movements which do not always produce the desired outcome (2-3 marks)	Efficient, effective and appropriate – movements mostly produce the correct desired outcome (4 marks)	Exceptional level of skill – movements always produce the desired outcome (5 marks)
CRITERION 2: (CAT)				
While a record will be kept of learner participation per week, each learner will not be assessed on ability in every Creative Arts period, but will be formally observed at least two times across a school term for formal assessment purposes to determine their ability. Allocate a mark out of ten (10) for each of the two observations to obtain a final mark out of twenty (20).				
OUTCOME OF ABILITY (20 marks)	Low level of ability in developing arts skills, communicating and expressing ideas and feelings through different art forms (0-2 mark)	Ability to use one or more arts skills with help, attempts to communicate and express ideas and feelings through different art forms (3-5 marks)	Good ability to use and apply a variety of appropriate skills, good ability to communicate and express feelings and ideas through different art forms (6-7 marks)	Displays outstanding ability in applying and using arts skills, excellent communication and expression of feelings and ideas through different art forms (8-10 marks)

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

	TERM	1. Frequency of participation Weeks per term (W1= week 1)								2. Movement performance (PET) 2. Ability (CAT)			TOTAL FOR TERM
		W1	W2	W3	W4	W5	W6	%	Marks 20	First Observation 5 Marks 10 Marks	Second Observation 5 Marks 10 Marks	Final Mark 10 (PET) 20 (CAT)	
	Learners' Names												30 (PET) 40 (CAT)
1.	(PET)												
	(CAT)												
2.													
3.													
4.													
5.													