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1.1. Grade 3 : Term 1

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 : Term 1	
Content : Creative games and skills <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Perform simple relaxation exercises for warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body..• Cool down exercises; candle melting, balloon deflating• Build own movement vocabulary using:<ul style="list-style-type: none">○ locomotor movements such as walk, run leap and gallop;○ Non-locomotor movements such as reach, bend, rise.• Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.	<ul style="list-style-type: none">• Sing vowels, rhymes and tongue twisters to warm up the voice.• Warm up the voice with creative games.• Warm up the voice; breathing exercises• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Sing songs found in the immediate environment.• Sing songs and makes music to express a variety of ideas, feelings and moods.• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Explore music, movement and voice focusing on tempo:• Sing together with the music and dance to the music.• Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.• Body awareness exploring space and direction such as below, behind, above.

PERFORMING ARTS Grade 3 : Term 1	
<ul style="list-style-type: none"> • Sing songs, rounds and canons in a choir to warm up the voice 	
Grade 3 : First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> • Teacher takes learners out of the classroom to the play area. The learners run freely around the play area until the teacher blows a whistle. • Learners stand in a circle and do the following moves: <ul style="list-style-type: none"> ○ Swing both arms five times forwards and five times backwards ○ Stand on one leg and swing the other leg to the left and to the right. ○ Switch legs and do same movements. ○ Do sidekicks inside and outside the circle. ○ Rotate the head to the left and to the right • The teacher blows a whistle for every movement that begins and ends. • Learners jog back to the class. • Teacher gives each learner a balloon and gives the learners the following instructions: <ul style="list-style-type: none"> ○ When the music starts playing, walk freely. ○ When the music plays louder inflate the balloon ○ When the music plays softer deflate the balloons. ○ The movement must be repeated two times. 	<p>Week 3 – 4 (continue)</p> <p>Uneven Rhythm:</p> <p>Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).</p> <p>Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead footsteps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p>Slide - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p>Non Locomotor - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non-locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p>Swing - a pendular motion of a body part that can move forward and backward or side to side.</p> <p>Twist - a partial rotation of body parts around an axis</p> <p>Turn - a full rotation of the body around a vertical or horizontal axis. Full,</p>

PERFORMING ARTS
Grade 3 : Term 1

Week 3-4

- The teacher will demarcate area beforehand and ask the learners to do the following movements :
 - Jump, walk, run forwards and backwards.
 - The learners do the actions freely.
 - The teacher will blow and stop the whistle for every action.

Locomotor Movements - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.

Even Rhythm:

Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.

Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.

Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.

Hop - The hop requires a push-off from one foot and landing on the same foot.

Leap - A leap is performed by pushing off from one foot and landing on

half or quarter turns

Shake - a short quick vibrating movement in a body part or the whole body.

Bend - a flex of a body part at a joint

Stretch - extending a body part or the whole body

Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.

Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway.

Week 5-6

- Teacher gives each learner a piece of toilet paper, ask them to sit in a circle, each learner blows a piece of toilet paper as far as he/she can in the air and keep it there for 3 counts.
- Learners hold their breath until the teacher blows a whistle.
- Learners repeat the action for the second time and this time the teacher puts toy candles on each tables and learners blow candles holding breath for 6 counts.

Week 7-9

- Teacher revises tempo in music.
- Learners keep a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.

PERFORMING ARTS Grade 3 : Term 1	
the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.	
Grade 3 : Second Year	Activities, techniques, notes, etc.
Week 1-2 <ul style="list-style-type: none"> Teacher places bean bags/ ropes /lines in one row. Learners run freely around the play area until the teacher blows a whistle. Learners stand in one row and do the following: <ul style="list-style-type: none"> Walk five steps forward and five steps backwards with arms stretched out sideways along the rope. Walk zig-zag between the ropes/beanbags Jump zig-zag between them Teacher blows a whistle for every movement that begins and ends. Learners jog back to the class. Teacher gives learners instructions before they do the movement: <ul style="list-style-type: none"> When the music starts playing, walk freely. When the music plays louder shrink slowly When the music plays louder grow slowly. The movement is repeated two times. Week 3-4 <ul style="list-style-type: none"> Teacher will let learners stand in a circle and do the following movements: 	Week 5-6 <ul style="list-style-type: none"> Teacher guides and asks learners to do the following exercises: <ul style="list-style-type: none"> Sit still, breathe in, hold for 1 count and breathe out; breathe in hold for 3 counts, breathe out. Learners hold their hands on their ribs, breathe in deeply and out on 6 counts. Learners breathe in deeply and out without pulling up shoulders Week 7-9 <ul style="list-style-type: none"> Teacher revises body awareness. Learners explore space and directions such as below, behind, above using bodies or obstacles

PERFORMING ARTS Grade 3 : Term 1	
<ul style="list-style-type: none"> Stand on one leg and swing the other one left and right and switch legs. Swing shoulder and make wrists circles. Sway arms left and right. The teacher will blow and stop the whistle for every action. 	
<p>Content: Improvise and interpret</p> <ul style="list-style-type: none"> Convey feelings and ideas through facial expression and gesture. Use the voice, gesture and body shape to express feelings and thoughts. Explore the use of expressive mime to convey ideas and feelings. Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. Express moods and ideas through movement and songs. Singing indigenous songs using appropriate movements and dramatization Demonstrate ability to take on a role in drama - teacher stimulated. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. Dramatise, make up short stories based on a box of interesting objects. 	<ul style="list-style-type: none"> Develop short sentences of a dialogue discussing children's rights and responsibilities. Explore shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy box, etc. Mime different emotions. Dramatise a situation to show a specific emotion. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Sing songs found in the immediate environment. Sing songs and makes music to express a variety of ideas, feelings and moods. Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. Explore music, movement and voice focusing on tempo: Sing together with the music and dance to the music. Singing indigenous songs using appropriate movements and dramatization
Grade 3 : First Year	Activities, techniques, notes, etc.

PERFORMING ARTS**Grade 3 : Term 1****Week 1-2**

- The teacher reads and narrates a story about Nelson Mandela from child hood to adulthood, explains to the learners about order of events.
- The learners are also asked to talk about themselves, when they at crèche up to Grade 3.

Week 3-4

- Teacher groups learners into 3/4 members and ask each group to pick out any object to use as a prop in their role play.
- Each group is given few minutes to prepare and practice their role play before they perform.

Week 5-6

- Teacher revises action words and movements.
- Learners mime the action words and movements for example crooked, narrow, wide, feathery, pulling a heavy box, etc.
- Teacher asks the learners to make a circle.
- Teacher asks volunteers to get inside the circle and let them think about different situations causing different emotions.
- Learners practice these emotions.
- Learners mime an emotion of his/her choice.

- Teacher must make sure that an emotion is not repeated and every time a specific emotion has been mimed, the rest of the class guess and name the emotion.
- Teacher displays it on the board and make a cross to indicate that it must not be repeated.

Week 7-9

- Teacher revises nursery rhymes.
- The learners perform various nursery rhymes.
- Teacher teaches learners a rhyme about growing up, e.g. "I was a little child, not knowing how to speak....."

**Grade 3 : Second Year Activities, techniques, notes, etc.****Week 1-2**

- Teacher asks learners to dramatise one of the emotions.

PERFORMING ARTS

Grade 3 : Term 1

- Teacher revises timeline by giving learners the opportunity to talk about themselves, when they at crèche up to Grade 3.
- Learners elaborate further about family activities e.g. family feasts/parties, weddings, own birthday party, school activities like cultural days.
- Learners sing indigenous song related to a specific activity for example cultural days.

Week 3-4

- The teacher puts a box of plastic models of rights and responsibilities, divides the class into two groups, give them few minutes to prepare a dialogue before they perform.
- The sentences must be based on children s rights and responsibilities.

Week 5-6


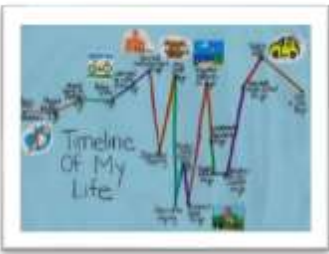

- Teacher revises action words and movements.
- Learners mime the action words and movements for example crooked, narrow, wide, feathery, pulling a heavy box, etc.
- Learners create their own action words and movements to mime.
- Teacher plays sounds of different emotions on the tape (e.g. crying, laughing, angry, shouting, and screaming).



- Teacher divides class into small groups of learners, give each group a few minutes to practice an emotion and what caused it before they perform it in class.


Week 7-9


- Teacher puts a box of empty containers of toiletry items as a tool to make them aware of puberty stage e.g. deodorants, shampoo, shaving foam, razor, and washcloth, new clean underwear for both boys and girls.
- The learners are asked to choose an item and create short rhyme by completing the following sentences:
 - With tune of Twinkle -Twinkle little Star
 - This is a.....
 - I use it for.....
 - It is used by(male/female)
 - It helps with.....
- The teacher guides and make groups of girls and boys to prepare and practice the rhymes before they perform it in class.




VISUAL ARTS GRADE 3 Term 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Me and my Timeline Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the community. 	Grade 3 : First Year <ul style="list-style-type: none"> • Group discussion: learners talk about their own timeline. • Teacher shows examples of timelines. • Learners discuss the timelines and focus on colour, materials used and shape.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Group discussion: learners talk about their timeline at school. • Teacher shows examples of timelines at school. • Learners discuss the timelines and focus on colour, materials used and shape.



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Identify and name important buildings and places in the community. 	
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw a picture of self-using different media, thick wax crayons or a chalk. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • The teacher asks learners to draw pictures/ sketches of self-showing timeline developmental stages. • (The stages can include from a baby, crawling baby, school going age, up to Grade 3). <div>    </div> <p>Examples of a timeline activity for the learners:</p>
		Grade 3 : Second Year	Grade 3 : Second Year



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw and paint pictures of self - interacting with others, using different media, thick wax crayons. • Create timeline boards. 	<ul style="list-style-type: none"> • Learners draw and paint sketches or pictures of own at school showing school routine.eg at the assembly, in class, eating time, break time, sports time etc. • Learners create routine or timeline boards that can be used every day but can vary everyday according to the schedule of the day. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Construct using recyclable materials, emphasis on geometric shapes. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • The learners find or draw pictures of themselves and cut them out, pin them on a string in a sequence. 
		Grade 3 : Second Year	Grade 3 : Second Year



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Construct a photo frame using recyclable materials, emphasis on geometric shapes. 	<ul style="list-style-type: none"> • The learners draw pictures of own timeline activities on an A3 paper, paint and cut them out and construct a photo frame in geometric shape and frame the pictures. • Learners use popsicle/ice cream sticks to create the frame of the picture. <p>Suggested examples:</p> 
3-4	VISUAL ARTS Me and my Rights and my Responsibilities Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the community. 	Grade 3 : First Year <ul style="list-style-type: none"> • Group discussion: revise the South African flag and discuss the symbolic meaning of the colours of the flag. • Group discussion: revise the Coat of Arms and discuss the symbolic meaning of the Coat of Arms. • Teacher shows examples of craft items related to the South African flag and learners discuss the images, designs and craft objects in terms of content and materials used.
		Grade 3 : Second Year	Grade 3 : Second Year


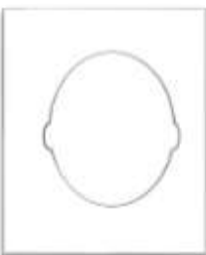
VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. • Name the shapes, circle, square, triangle, and rectangle. • Recognise shapes in the environment. • Identify and name important buildings and places in the community. 	<ul style="list-style-type: none"> • Group discussion: learners talk about children's rights. • Teacher shows examples of children's rights and learners discuss images, designs and craft objects related to children's rights.
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw and paint a picture using the colours of the South African Flag and discuss the colours and shapes. 	<p>Grade 3 : First Year</p>  <ul style="list-style-type: none"> • Learners trace the outline of South African map on an A4 chart. • Learners trace or colour the coat of arms.



VISUAL ARTS GRADE 3 Term 1			
			<ul style="list-style-type: none"> • They also identify and discuss the colours and shapes found on the coat of arms. • Learners paint the South African flag using the craft of splattered paint. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw and paint pictures resembling children rights and responsibilities house, food, clinic/hospital, school colour with primary and secondary colours. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Group discussion on human rights and children's rights and responsibilities. • Learners draw pictures about human and children's rights and responsibilities and   <p>paint them.</p> <p>Suggested activities</p>
	Create in 3D	Grade 3 : First Year	Grade 3 : First Year



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Construct using recyclable materials and paper maché , emphasis on geometric shapes. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make small balls with paper maché • The teacher guide and help learners to make small balls with paper maché and make a brooch. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Construct using recyclable materials, emphasis on geometric shapes. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses images made from the colours of the South African flag. • Teacher demonstrates how to make a heart pendant with beads using the colours of the South African flag. • Learners make their own heart using the colours of the South African Flag. 
	<p>VISUAL ARTS</p> <p>Create in 2D</p>	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : First Year</p>


VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a group activity using fingerprints. 	<ul style="list-style-type: none"> • Teacher discusses human rights and children's rights and responsibilities. • Group project – fingerprints of all learners in the class to show that all children are different but equal. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a group activity using handprints. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses human rights and children's rights and responsibilities. • Group project – handprints of all learners in the class to show that all children are different but equal depicting children's day. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : First Year</p>



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a family bowling game. 	<ul style="list-style-type: none"> • Group discussion: National childrens day. • Teacher demonstrates how to make a family bowling game. • Learners use empty paper towel rolls and pictures of their family to make a family bowling game. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a suncatcher using falling leaves. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Group discussion: National children's day and activities that families can do together. • Teacher demonstrates how to make a suncatcher with falling leaves. • Learners create a suncatcher with falling leaves. 
5-6	VISUAL ARTS My feelings and Emotions Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises different emotions. • Teacher shows pictures and photos depicting different emotions. • Learners discuss the pictures and photos in terms of content, line, shape and form.


VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises different emotions. • Teacher shows images, pictures and craft objects depicting different emotions. • Learners discuss the pictures, images and craft objects in terms of colour, texture, space and materials used.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Paint own portrait adding features eyes, ears nose etc. 	Grade 3 : First Year <ul style="list-style-type: none"> • The teacher gives each learner an outline of a face and asks them to add the missing parts by drawing and painting them to make a complete face. • Learners paint a self portrait using watercolour and straws. <div style="display: flex; align-items: center;">   </div>
		Grade 3 : Second Year	Grade 3 : Second Year <ul style="list-style-type: none"> • Each learner is asked to draw how he/she feels on the day.

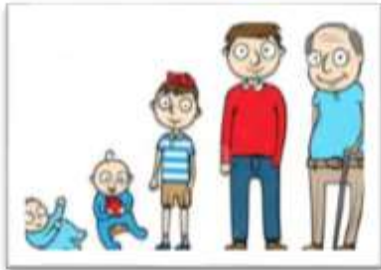


VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Draw pictures of self-using different media. Showing different emotions. • Create personal thermometer. 	<ul style="list-style-type: none"> • Teacher discusses and demonstrates how to make a personal thermometer. • Learners create their own personal thermometer. 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Make fridge magnet depicting emotions. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a fridge magnet using epoxy or resin. • Learners create different emotion fridge magnets using epoxy or resin. 

VISUAL ARTS GRADE 3 Term 1			
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a paper “fortune teller”. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make a paper “fortune teller”. • Learners make a paper “fortune teller” showing different emotions. 
	VISUAL ARTS Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create different emotions using froot loops. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises emotions. • Learners create different emotions using froot loops. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Learners create a friendship or caring card .

VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Create a friendship or caring card. 	
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create an emotion discovery bottle. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make emotion discovery bottles. • Learners make an emotion discovery bottle.



VISUAL ARTS GRADE 3 Term 1			
			
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create an empathy bracelet. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises emotions. • Teacher demonstrates how to make an empathy bracelet. • Learners create an empathy bracelet 
7-9	VISUAL ARTS Changes in me Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses the differences between boys and girls. • Teacher shows images, designs and craft objects depicting the difference between boys and girls. • Learners discuss the images and craft objects in terms of content, line, shape, form and colour.



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses the differences between boys and girls. • Teacher shows images, designs and craft objects depicting the difference between boys and girls. • Learners discuss the images and craft objects in terms of texture, space and material used.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Respond to more specific questions about light and dark colours. • Make a gingerbread boy and girl. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher gives learners work sheets about pictures of boys' and girls' toiletries and ask them to identify which ones are used by own gender by using light and dark colours. • Teacher demonstrates how to make a stuffed gingerbread boy and girl. • Learners make a stuffed gingerbread boy and girl and decorate it to show the difference. 
		Grade 3 : Second Year	Grade 3 : Second Year

VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Respond to more specific questions about light and dark colours, geometric shapes, and contrast. • Paint sets of cards depicting from young to old focusing on contrast and tone. 	<ul style="list-style-type: none"> • Teacher gives each learner a picture showing developmental stages from a young age until old age. • Learners paint the pictures and make a border for the painting. • Learners decorate the border with handprints. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a marble game. • Create a bottle with sand art. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher discusses different games for boys and girls. • Teacher demonstrates how to make a marble game with  <p>popsicle/ice cream sticks.</p> <ul style="list-style-type: none"> • Learners create their own marble game using a card board 




VISUAL ARTS GRADE 3 Term 1

			<p>box, popsicle/ice cream sticks and marbles.</p> <ul style="list-style-type: none"> • Teacher demonstrates how to make coloured sand art. • Learners create their own bottle of sand art. • Learners decide which craft they want to do.
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Make a popsicle /ice cream stick bracelet. • Create a catapult using popsicle/ice cream sticks. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses different games for boys and girls. • Teacher demonstrates how to make a catapult with popsicle/ice cream sticks. • Learners create their own catapult using a spoon and popsicle/ice cream sticks. • Teacher demonstrates how to make a popsicle/ice cream stick bracelet. <div data-bbox="1635 776 1969 1109" data-label="Image"> </div> <div data-bbox="1325 1101 1593 1398" data-label="Image"> </div> <ul style="list-style-type: none"> • Learners make their own popsicle/ice cream stick bracelet. • Learners decide which craft they want to do.

VISUAL ARTS GRADE 3 Term 1			
			1.1.1. .
	VISUAL ARTS Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create cards using hand- or footprints. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses different interests of boys and girls and different crafts for boys and girls. • Learners create cards using hand- or footprints, • Learners can choose which craft they want to do.  
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create cards using hand- or footprints. 	Grade 3 : Second Year

VISUAL ARTS GRADE 3 Term 1			
			<ul style="list-style-type: none"> Teacher discusses different interests of boys and girls and different crafts for boys and girls. Learners create cards using hand- or footprints, Learners can choose which craft they want to do. 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Create a ninja using a toilet roll. Do weaving using cooldrink straws. 	Grade 3 : First Year <ul style="list-style-type: none"> Teacher discusses different interests of boys and girls and different crafts for boys and girls. Learners create a ninja using a toilet roll. Learners do weaving using cooldrink straws. 

VISUAL ARTS GRADE 3 Term 1

			 <ul style="list-style-type: none"> • Learners can choose which craft they want to do.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Create a yarn doll. • Create cars using popsicle/ice cream sticks. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses different interests of boys and girls and different crafts for boys and girls. • Learners create a yarn doll. • Learners create cars using popsicle/ice cream sticks. • Learners can choose which craft they want to do.  
Assessment The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals			

1.2. Grade 3 : Term 2

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 : Term 2	
Content : Creative games and skills <ul style="list-style-type: none">• Follow a teacher-directed warm-up routine.• Follow a warm up ritual that develops co-ordination and control• Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.• Warm up the body: circle the hands and ankles; make shapes with the body such as large and small, wide and narrow.• Freeze games focusing on control, eye focus and use of space.• Perform simple relaxation exercises for warming up and cooling down.• Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.• Do axial movements: twisting, swinging the arms and side bends• Build own movement vocabulary using:<ul style="list-style-type: none">○ locomotor movements such as walk, run leap and gallop;○ Non-locomotor movements such as reach, bend, rise.	<ul style="list-style-type: none">• Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.• Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Explore music, movement and voice focusing on tempo:• Sing together with the music and dance to the music.• Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Copy movements, rhythms and movement patterns.• Sing songs, rounds and canons in a choir to warm up the voice• Sing vowels, rhymes and tongue twisters to warm up the voice.• Express moods and ideas through movement and songs.• Do vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises.

PERFORMING ARTS	
Grade 3 : Term 2	
Grade 3 : First Year	Activities, techniques, notes, etc.
Week 1-2 <ul style="list-style-type: none"> Learners walk around Teacher asks learners to do the following shapes: <ul style="list-style-type: none"> Make a large and a small circle with their arms. Group themselves in 3's and make a star shape. Group themselves in 4's to make a square Learners play freeze games – running around and stopping when they hear the whistle. Week 3-5 <ul style="list-style-type: none"> The teacher marks a demarcated area beforehand. Learners do spinal rolls as follows : <ul style="list-style-type: none"> Stand with their arms above their heads. Roll their bodies gently down until their fingers touch their toes. Hold on this position on counts of 8 or for a few seconds and slowly. Roll their backs gently up again. The movement must be repeated two times. Week 6-7	<ul style="list-style-type: none"> Teacher divides learners into two groups and explains the instructions to the leaders. The leader of the group do specific moves and counts 4 times before the other learners copy the movements while the teacher beats a drum Teacher beats a drum 4/4 times and the learners must move accordingly <ul style="list-style-type: none"> Walk 4 steps left and to the right Jump 4 times forwards and backwards, to the Clap hands to the left and to the right Stamp feet, 4 times forwards and backwards Each movement must be done 4 times according to the beats. Week 8-9 <ul style="list-style-type: none"> The teacher teaches learners rhyme about Humming bird: <p>I am a little bee hum-hum-hum All I do is fly hum-hum-hum Can you see my little wings hum-hum-hum They are beating fast hum-hum-hum.</p> The learners first sing the vowels and thereafter the rhyme
Grade 3 : Second Year	Activities, techniques, notes, etc.
Week 1-2 <ul style="list-style-type: none"> The teacher divides the learners into two groups. 	Week 6-7

PERFORMING ARTS Grade 3 : Term 2	
<ul style="list-style-type: none"> Each learner has a hoop and they do the following movements: <ul style="list-style-type: none"> Swing the hoops around left wrist, then right wrist. Swing the hoop around left leg then right leg Roll the hoop with the left arm whilst holding the other hand behind the back. Learners cool down the body and relax by playing games such as “rocking a baby” swaying etc. <p>Week 3-5</p> <ul style="list-style-type: none"> The teacher marks a demarcated area beforehand and guide learners to do the following movements: <ul style="list-style-type: none"> Walk on their toes with arms stretched out Walk on their heels with arms stretched out. Skip sideways Roll across the room Make a row and do leap frogs. 	<ul style="list-style-type: none"> Teacher asks learners to make a circle and choose a leader. Learners move in a circle and copy the following the movements of the leader according to the 4/4 drum beats Teacher beats a drum and learners do movements according to the beat of the drum: <ul style="list-style-type: none"> 4 Steps to the right, and to the left Jump 4 steps forwards holding hands and 4 steps backwards Clap hands to the left 4 times and to the right. Stamp feet forwards and backwards 4times <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher divides learners into two groups. One group of learners sing songs and rhymes. One group of learners do tongue twisters.
<p>Content: Improvise and interpret</p> <ul style="list-style-type: none"> Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. Convey feelings and ideas through facial expression and gesture. 	<ul style="list-style-type: none"> Sing songs found in the immediate environment. Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. Explore music, movement and voice focusing on tempo: Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's. Sing a song using contrasts such as soft and loud; fast and slow.

PERFORMING ARTS Grade 3 : Term 2	
<ul style="list-style-type: none"> • Use the voice, gesture and body shape to express feelings and thoughts. • Develop short sentences for dialogue. • Work with others when exploring situations in role. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. 	<ul style="list-style-type: none"> • Sing songs and makes music to express a variety of ideas, feelings and moods. • Demonstrate ability to take on a role in drama - teacher stimulated.
Grade 3 : First Year Activities, techniques, notes, etc.	
<p>Week 1-2</p> <ul style="list-style-type: none"> • Teacher reads a dialogue between a butterfly and a bee and group learners. • One group discuss how useful and harmful insects can be. • One group discuss which insect is the most important and the less important and give reasons <p>Week 3-5</p> <ul style="list-style-type: none"> • Teacher allows learners to choose a song that learners must sing according to a specific rhythm. • Teacher explains the rhythm to the learners. • Teacher beats the drum loud, learners must sing the lines loud, and when the beats are soft and slow, learners sing soft. <p>Week 6-7</p> <ul style="list-style-type: none"> • Teacher reads a story and explains about recycling, and asks learners to think about entrepreneurs in their community. 	<ul style="list-style-type: none"> • Learners role play an occasion where an entrepreneur develops a big projects. <p>Week 8-9</p> <ul style="list-style-type: none"> • Teacher divides learners into three groups. • Each group of learners role play an emergency situation and demonstrates first aid measures to apply in the situation. • Teacher first revises how to apply first aid measures before learners role play. <ul style="list-style-type: none"> ○ Group 1 – bleeding ○ Group 2 - choking ○ Group 3 -artificial breathing ○ The learners use dolls to practice on.

PERFORMING ARTS Grade 3 : Term 2	
Grade 3 : Second Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher divides learners into two groups to debate. One group are butterflies and the other group are bees. Learners develop dialogue: which insect is the best. Learners give reasons for their choice. <p>Week 3-5</p> <ul style="list-style-type: none"> Teacher divides learners into two groups and explains how to sing to the rhythm of the beat. One group use percussive instruments for example. tin shakers to play the beat and the other group sing accordingly. When the beat is loud, the learners sing loud, and when the beat is soft, the learners sing softly. 	<p>Week 6-7</p> <ul style="list-style-type: none"> Teacher reads a story about recycling. Teacher chooses learners to dramatise the story about recycling. Learners prepare and rehearse the drama before they perform in class. <p>Week 8-9</p> <ul style="list-style-type: none"> The teacher creates a situation or narrates a story in which a boy/girl is in danger of being abused for example accepting a lift; opening a door to a stranger, molestation. Teacher discuss with learners what to do if they are in similar situations. Learners role play the situation given by the teacher.

VISUAL ARTS GRADE 3 Term 2			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Insects Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses different insects and the use of the insects. • Teacher shows pictures or images of different insects. • Learners discuss the pictures and images in terms of content, line, shape, form and colour.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses different insects and the use of the insects. • Teacher shows pictures or images of different insects. • Learners discuss the pictures and images in terms of purpose, content, form, contrast and meaning.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises insects. • Learners create a picture of an insect using finger painting and/or a brush to paint pictures of insects.

VISUAL ARTS GRADE 3 Term 2

- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: use finger painting and/or brush painting to paint pictures of insects.



Grade 3 : Second Year




- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: make drawings and paintings of an insect.

Grade 3 : Second Year



- Teacher revises insects.
- Learners draw and paint a picture of an insect.

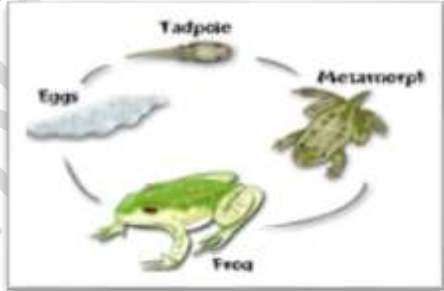






VISUAL ARTS GRADE 3 Term 2


	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models using polymer clay: 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises insects. • Teacher demonstrates how to make insects using polymer clay.   <ul style="list-style-type: none"> • Learners create and decorate insects out of polymer clay.
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create insects using recycled materials. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises insects. • Teacher demonstrates how to make an insect using recycled materials. 



VISUAL ARTS GRADE 3 Term 2			
			<ul style="list-style-type: none"> Learners create insects using recycled materials for example: egg cartons, pipe cleaners or straws.
3-5	VISUAL ARTS Life Cycles Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : First Year <ul style="list-style-type: none"> Teacher revises life cycles. Teacher shows different pictures, images or craft articles of life cycles. Learners respond to and discuss the images, pictures and craft objects in terms of colour, texture, space and materials used.
		Grade 3 : Second Year <ul style="list-style-type: none"> Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> Teacher revises life cycles. Teacher shows different pictures, images or craft articles of life cycles. Learners respond to and discuss the images, pictures and craft objects in terms of purpose, content, form, contrast and meaning.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 : First Year <ul style="list-style-type: none"> Teacher revises life cycles. Teacher revises primary and secondary colours.




VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Use fingerpaint and discuss mixing of primary colours to achieve secondary colours. 	<ul style="list-style-type: none"> • Teacher gives learners pictures about frog life cycles to paint with secondary colours. • The teacher demonstrates how to mix primary colours before the learners paint the picture. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Use a brush to paint a picture and discuss the texture and mixing of primary colours to achieve secondary colours. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher revises primary and secondary colours. • Learners draw and paint the life cycle of a bird with secondary colours. 
	Create in 3D	<p>Grade 3 : First Year</p>	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles.



VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create models out of polymer clay. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make polymer clay models of the life cycle of a frog. • The learners create clay models of the life cycle of a frog. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a butterfly life cycle folded booklet. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Learners create and decorate a folded booklet with the life cycle of a butterfly. 
VISUAL ARTS	Grade 3 : First Year	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Learners create and decorate a picture of the life cycle of a chicken.
	Create in 2D		



VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of the life cycle of a chicken. 	
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of the life cycle of a butterfly using pasta. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Learners create a picture of the life cycle of a butterfly using pasta. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher demonstrates how to make a 


VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of the life cycle of a pumpkin. 	<p>model of the life cycle of a pumpkin.</p> <ul style="list-style-type: none"> • Learners create and decorate a model of the life cycle of a pumpkin using cardboard.
	Create in 3D	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a life cycle windsock. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises life cycles. • Teacher demonstrates how to make a life cycle windsock. • Learners create and decorate life cycle windsocks. 
6-7	VISUAL ARTS Recycling Visual literacy	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher discusses recycling and craft articles that can be made with recycled material. • Teacher shows pictures or images of recycled craft articles. • Learners discuss the pictures and images in terms of content, line, shape and form.
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses recycling and craft articles that can be made with recycled material.



VISUAL ARTS GRADE 3 Term 2			
		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Teacher shows pictures or images of recycled craft articles. • Learners discuss the pictures and images in terms of purpose, content, form and contrast.
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create cards using bottle caps. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Learners create cards using bottle caps. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create cards using recycled materials. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Learners create cards using recycled materials for example pop tabs, buttons and pipe cleaners. 
	Create in 3D	<p>Grade 3 : First Year</p>	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises recycling.

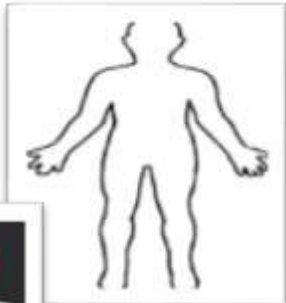



VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create flowers with recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make flowers from recycled materials. • Learners create flowers using recycled plastic cold drink bottles. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Use recyclable empty containers and other materials to make models. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Teacher demonstrate how to make and decorate used containers. • Learners make and   <p>decorate used containers, water bottles; drinking mugs and pen containers.</p>
	VISUAL ARTS	Grade 3 : First Year	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises recycling.

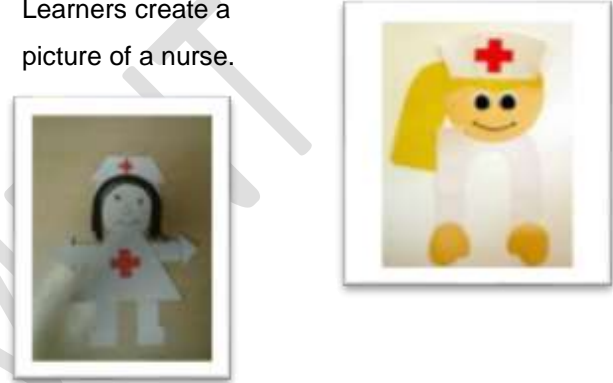

VISUAL ARTS GRADE 3 Term 2			
	Create in 2D	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create gift wrap using recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a gift wrap using bottle cork printing. • Learners create gift wrap using bottle cork printing. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a card using recycled materials. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises recycling. • Learners create and decorate cards using old newspapers. 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : First Year

VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: using recycled materials. 	<ul style="list-style-type: none"> • Teacher revises recycling. • Teacher demonstrates how to make decorations using recycled materials. • Learners create and decorate ornaments using toilet paper rolls. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create file organisers using recycled materials. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises recycling. • Teacher demonstrates how to make file organisers using recycled materials. • Learners create and decorate file organisers using empty cereal boxes and gift wrap. 
8-9	VISUAL ARTS Keeping my body safe	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher discusses how to keep a body safe. • Teacher shows pictures or images of craft articles depicting the theme of keeping the body safe.

VISUAL ARTS GRADE 3 Term 2			
	Visual literacy	<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners discuss the pictures and images in terms of colour, texture, space and materials.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses how to keep a body safe. • Teacher shows pictures or images of craft articles depicting the theme of keeping the body safe. • Learners discuss the pictures and images in terms of purpose, content, form and contrast.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft items: create drawings and paintings based on rules to keep body safe, cut and paste them to make a poster. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises first aid and items needed in a first aid box. • Learners draw and paint items needed for first aid box.
			

VISUAL ARTS GRADE 3 Term 2			
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create drawings and paintings 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses germs and unhealthy situations. • Learners create germ monsters with paint and straws. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create models of clay. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises first aid and items needed for a first aid box. • Learners create a clay first aid box and decorate it. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises the human body. • Learners trace an outline of a body and cut the shape out. • Learners draw body parts and clothes.

VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: draw and decorate body parts. 	<ul style="list-style-type: none"> • Learners paste the body parts and clothes on the body and paint the picture.  
VISUAL ARTS Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of an ambulance. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises emergency vehicles. • Learners create  	a picture of an emergency vehicle.
	Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises medical personnel. 	

VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a nurse. 	<ul style="list-style-type: none"> • Learners create a picture of a nurse. 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a nurse cap. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises medical personnel. • Teacher demonstrates how to create a nurse cap. • Learners create and decorate a nurse cap. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises medicine. • Learners create and decorate medicine holders using recycled materials.

VISUAL ARTS GRADE 3 Term 2

- **Develop** craft skills: create medicine holders using recycled materials.

**Assessment**

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals

1.3. Grade 3 : Term 3

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 : Term 3	
Content : Creative games and skills <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Play games focusing on numeracy and literacy such as number songs, and rhymes, making letter shapes through movement. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.. • Combine locomotor and non locomotor movements 	<ul style="list-style-type: none"> • Sing songs found in the immediate environment. • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore music, movement and voice focusing on tempo: • Sing together with the music and dance to the music. • Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's. • Listen to music and dance focusing on tempo, pitch and dynamics. • Convey feelings and ideas through facial expression and gesture. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express moods and ideas through movement and songs.

PERFORMING ARTS Grade 3 : Term 3	
<ul style="list-style-type: none"> Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. 	
Grade 3 : First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher takes learners outside to a play area and allows them to walk/run around until the whistle blow. Teacher teach learners a rhyme about numbers: Double rhyme <i>One and one is two</i> <i>Two and Two is four</i> <i>Three and three is six</i> <i>Four and four is eight</i> <i>Five and five is ten,</i> <i>And now we reached the end.</i> The learners do the following action while singing the rhymes: <ul style="list-style-type: none"> Walk around, bouncing the ball, Bounce the ball sideways. Bounce the ball crossing legs. Teacher will blow the whistle at the end of the game. <p>Week 3-5</p> <ul style="list-style-type: none"> Teacher takes learners outside the classroom to the play area, allows them to run freely until she blows a whistle. 	<ul style="list-style-type: none"> Learners do the following movements: <ul style="list-style-type: none"> Run-run-turn; run forward and backward then shrink. Rope skipping in different ways, with left leg, right leg, both legs while moving forwards and backwards Group skipping; swing the rope around in the circle and let learners jump over it without touching it. <p>Week 6-7</p> <ul style="list-style-type: none"> The teacher plays a familiar song and allow learners to dance freely. When the teacher play the song again, the learners must move and dance according to the rhythm of the song. The teacher ask them to move as follows: <ul style="list-style-type: none"> When the music is fast, stretch their arms and twirl around When the music is slow, they stand still with arms stretched out sideways and do up and down side bends, they first bend to the left then to the right. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher introduces the topic for the week: fruit and vegetables and explains the content.

PERFORMING ARTS Grade 3 : Term 3	
	<ul style="list-style-type: none"> Teacher allows learners a few minutes to think about imaginary objects, gestures, and movement and facial expressions to use when miming a specific fruit. Learners make a circle and take turns to get inside for a mime action. After every mime action, the rest of the learners guess the name of the fruit.
Grade 3 : Second Year Activities, techniques, notes, etc.	
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher makes two rows of learners and in front of each row put a hoop, big ball and a skipping rope in a triangular shape. The learners play the game as follows: When the teacher blows a whistle the front learners from each row run to the hoops, swing it to make circles 5 times around their waists; then runs to the big ball pick it up and stretch arms above their heads 5 times; put the ball down and run to the skipping rope skip 5 times and run back to the ball, throw the ball 5 times and catch it; run back to the rows and stand at the back. The second learners do the same movements and are repeated until they all got a turn. <p>Week 3-5</p> <ul style="list-style-type: none"> The learners do the following movements: <ul style="list-style-type: none"> Walk-walk-turn-walk forwards and backwards, shrinks and stretches up. 	<p>Week 6-7</p> <ul style="list-style-type: none"> The teacher plays a familiar song, learners listen and move and dance according to the rhythm of the song. The teacher uses a drum to play loud and soft beats, when the beats are loud learners move and jump as high and when the beats are soft, they squat as low as they can. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher revises fruit and vegetables. Teacher gives learners a few minutes to think about imaginary objects, gestures, and movement and facial expressions to use when miming how to prepare food before they eat. (Actions include cutting, chopping, peeling eat) After every mime action, the rest of the learners guess the name of the fruit

PERFORMING ARTS Grade 3 : Term 3	
<ul style="list-style-type: none"> ○ Run-run-turn-run forward and backwards, shrinks stretches up. ○ Run forward- shrink-shrink-stretch-up. 	
<p>Content: Improvise and interpret</p> <ul style="list-style-type: none"> • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore music, movement and voice focusing on tempo: . • Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's. • Clap rhythms in $\frac{3}{4}$ time based on the recorded piece or sound clip • Clap rhythms in $\frac{4}{4}$ in time, move to music $\frac{3}{4}$ or $\frac{4}{4}$ time. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different movement sentences to interpret the theme. 	<ul style="list-style-type: none"> • Choose and make own movement sentences to interpret the theme. • Use voice and movement spontaneously when playing creative drama games. • Portray characters and objects from stories using body shapes and sounds. • Play at being characters and objects in stories based on local events or told by the teacher. • Express and describe feelings in response to a drama, story or event. • Differentiate between different characters in a story and their point of view. • Dramatise a make believe situation based on a story told by the teacher. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Use the voice and body imaginatively in drama exercises and games.

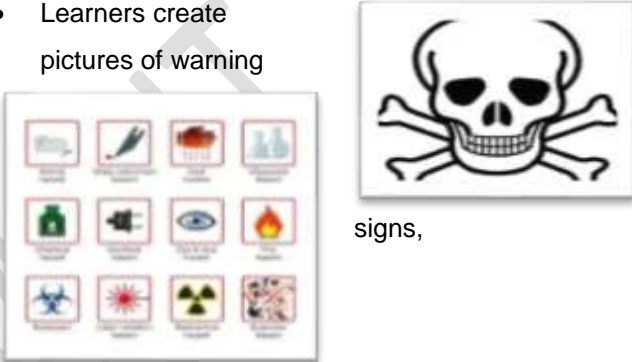

PERFORMING ARTS Grade 3 : Term 3	
Grade 3 : First Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> Teacher plays a recorded piece of music with a $\frac{3}{4}$ time and learners must use their body percussion to respond to the rhythm; they first clap three times, then snap three times, stamp three times and just do any action they like in $\frac{3}{4}$ time. <p>Week 3-5</p> <ul style="list-style-type: none"> The teacher guide and help learners to create movement sentences based on pictures of pollution. Learners must cut out pictures of the causes and effects of pollution and paste them in a sequence. Learners create their own movement sentence depicting the effects of pollution on nature. 	<p>Week 6-7</p> <ul style="list-style-type: none"> Teacher narrates a story about the man in the moon. Learners dramatise the story with actions <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher revises fruit and vegetables. Teacher displays plastic fruits and vegetables on the table and ask learners to choose and demonstrate how to prepare foods through movement sentences, e.g. Chop -chop -chop carrot; cut-cut-cut the potatoes. etc.
Grade 2 : Second Year	Activities, techniques, notes, etc.
<p>Week 1-2</p> <ul style="list-style-type: none"> The teacher divides the learners into three groups to perform a percussion band, Group 1 shake tins, group 2 play rattles and third group will play with tambourines or clocks. When the teacher plays a recorded music each group will make sounds with their objects on 4/4 time. <p>Week 3-5</p>	<p>Week 6-7</p> <ul style="list-style-type: none"> Teacher select 9 learners and give each a picture of a planet to hold and help them to stand accordingly, mercury closest to the sun, the rest of the class is asked to clap rhythmically and the 9 learners walk step by step around the sun and according to the rhythm. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher revises fruit and vegetables.

PERFORMING ARTS**Grade 3 : Term 3**




<ul style="list-style-type: none">• Teacher guides and helps learners to create movement sentences based on pictures of pollution.• Learners use pictures of the causes and effects of pollution to create the movement sentence.• Learners dramatise the causes of pollution to connect with the movement sentence.	Learners choose a fruit or vegetable and create a movement sentence about the fruit or vegetable using a describing line of a song to do it.
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VISUAL ARTS GRADE 3 TERM 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	VISUAL ARTS Public Safety Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses Public Safety. • Teacher shows images, designs, craft objects, pictures and photographs about Public Safety. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses Public Safety. • Teacher shows images, designs, craft objects, pictures and photographs about Public Safety. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of purpose, contrast and meaning.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises Public Safety.


VISUAL ARTS GRADE 3 TERM 3


		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make paintings and drawings about warning signs for example dangerous places not suitable to play around. 	<ul style="list-style-type: none"> • Learners create pictures of warning signs, 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create paintings and/or drawings depicting warnings about dangerous or hazardous situations. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Learners create pictures depicting warnings about dangerous or hazardous signs. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : First Year</p>

VISUAL ARTS GRADE 3 TERM 3




		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models out of clay. 	<ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make a clay model of a danger or warning sign. • Learners make clay models of danger or warning signs. 	
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models out of recycled materials. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make a model of a warning sign using recycled materials. • Learners make models of warning signs using recycled materials for example cardboard boxes. 	
VISUAL ARTS	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises dangers of fires. • Learners create a picture of fire using water 	



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create pictures of flames using different textures. 	colour paint and their hands.
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills : create a picture of a fireman controlling fire. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises the dangers of fire. • Learners create a picture of a fireman trying to control a fire. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a necklace for a whistle using plastic beads. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make a necklace for a whistle using plastic beads. • Learners create a necklace for a whistle using plastic beads. 




VISUAL ARTS GRADE 3 TERM 3			
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make name tags using safety pins. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises Public Safety. • Teacher demonstrates how to make name tags using Safety Pins and beads. • Learners create name tags using Safety Pins and beads. 
3-5	VISUAL ARTS Pollution Visual literacy	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher discusses Pollution. • Teacher shows images, designs, craft objects, pictures and photographs about Pollution. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses Pollution. • Teacher shows images, designs, craft objects, pictures and photographs about Pollution.


VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials used. • Learners respond to the images and craft objects in terms of form, contrast and meaning.
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: paint pictures depicting pollution. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises Pollution. • Learners paint pictures depicting pollution. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make paintings and drawings depicting the effect of pollution on human beings and the environment. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises causes of pollution. • Learners draw or paint a picture depicting the effect of pollution on human beings and the environment.




VISUAL ARTS GRADE 3 TERM 3



			 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of the earth using playdough. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises pollution. • Teacher demonstrates how to make a model of the polluted earth using play dough. • Learners create a model of the earth using play dough. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises pollution and causes of pollution.



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Develop craft skills: make nature prints with clay and natural materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make nature prints using clay and natural materials. • Learners create nature print ornaments using clay and natural materials. 
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a poster about pollution. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises pollution. • Learners create a poster about pollution with a motivational quote. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : Second Year</p>



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture using recycled materials. 	<ul style="list-style-type: none"> • Teacher revises pollution. • Learners create a picture using recycled materials. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of a bird using recycled materials. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises pollution. • Teacher demonstrates how to make a model of a bird using recycled materials. • Learners create a model   <p>of a bird with recycled materials.</p>
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : Second Year</p>

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model using recycled materials. 	<ul style="list-style-type: none"> • Teacher revises pollution. • Teacher demonstrates how to do garbage art using recycled material. 
6-7	VISUAL ARTS Space Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses space and planets. • Teacher shows images, designs, craft objects, pictures and photographs about Space and planets. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses space and planets. • Teacher shows images, designs, craft objects, pictures and photographs about space and planets. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials used.

VISUAL ARTS GRADE 3 TERM 3			
			<ul style="list-style-type: none"> Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop craft skills: create paintings and drawings. 	Grade 3 : First Year <ul style="list-style-type: none"> Teacher revises planets. Learners draw pictures of space and the planets on paper or fabric. 
		Grade 3 : Second Year <ul style="list-style-type: none"> Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Develop craft skills: create drawings and paintings 	Grade 3 : Second Year <ul style="list-style-type: none"> Teacher revises space and planets. The learners copy and draw or paint pictures of planets.  
	Create in 3D	Grade 3 : First Year	Grade 3 : First Year <ul style="list-style-type: none"> Teacher revises planets.

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of a planet using recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a planet using recycled materials. • Learners create a model of a planet using recycled materials. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models of planets with recyclable materials and paper maché. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises planets. • Learners make round different sizes of balls with paper maché to represent planets, spray paint the planets, sun; moon stars, and decorate them with different colours, scatter glitters over the stars and make a mobile of the planets. • Learners hang their mobiles in the classroom. 
	Create in 2D	Grade 3 : First Year	Grade 3 : First Year




VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create pictures of rockets using cardboard and straws. 	<ul style="list-style-type: none"> • Teacher revises space and space rockets. • Learners create pictures of rockets with cardboard and straws. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a star constellation. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises space and planets. • Learners create a picture of a constellation of stars. 
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises space and planets.



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create rockets using recycled materials. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make space rockets using recycled materials. • Learners create and decorate a space rocket using empty paper towel rolls. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a space vehicle using recycled materials. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises space and planets. • Teacher demonstrates how to make a space vehicle using recycled materials. • Learners create a space vehicle using a milk carton and foil. 
8-9	VISUAL ARTS Fruit and vegetables	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher discusses fruit and vegetables. • Teacher shows images, designs, craft objects, pictures and photographs about fruit and vegetables.



VISUAL ARTS GRADE 3 TERM 3			
	Visual literacy	<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses fruit and vegetables. • Teacher shows images, designs, craft objects, pictures and photographs about fruit and vegetables. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make paintings and drawings, encouraging awareness of line and shape. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners draw a picture of a fruit or vegetable concentrating on the line and shape of the fruit or vegetable.




VISUAL ARTS GRADE 3 TERM 3

		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a vegetable man or a fruit face. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners draw a vegetable man and a fruit face. • Learners paint with appropriate colours of the items. <div>   </div>
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create models of fruits and vegetables. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher guide learners to prepare paper mache round balls and to make models of fruit and vegetables. <div>  </div>
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises fruit and vegetables.

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: use clay/paper maché to make a fruit basket. 	<ul style="list-style-type: none"> • Teacher guides and demonstrates to learners how to make a fruit basket with clay or paper maché. • Learners create fruit and vegetables with clay and paper maché to put in the fruit basket. 
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create gift wrap using vegetable and fruit printing. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create gift wrap using fruit and vegetable printing and paint. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: paint a picture of fruit using oil pastels. 	<ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Learners create a painting of fruit using oil pastels. 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create and decorate fruit and vegetables using salt dough and paint. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make and decorate fruit and vegetables using salt dough and paint. • Learners create fruit and vegetables using salt dough and paint. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises fruit and vegetables. • Teacher demonstrates how to make an epoxy fruit hair bobbypin.

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft activities: create an epoxy fruit bobbypin. 	<ul style="list-style-type: none"> • Learners create an epoxy fruit hair bobbypin. 
Assessment The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals			

1.4. Grade 3 : Term 4

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 3 : Term 4	
Content : Creative games and skills <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Warm up, the body using level(high, low and medium) such as Crawl like a worm, roller skating • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. 	<ul style="list-style-type: none"> • Cool down the body and relax. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Sing songs found in the immediate environment. • Keeping a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's. • Play clapping games with a partner developing focus and coordination. • Copy movements and rhythms.; • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
Grade 3 : First Year	Activities, techniques, notes, etc.
Week 1-3 <ul style="list-style-type: none"> • Teacher takes learners outside the classroom to the play area and allows them to run until the teacher blows a whistle to stop. • The learners stand still and follow the teacher's instructions to do the following actions: 	<ul style="list-style-type: none"> ○ Fly like birds ○ Run forwards and backwards ○ Find a partner and skip with a partner changing directions.
	Week 6-7

PERFORMING ARTS Grade 3 : Term 4	
<ul style="list-style-type: none"> ○ Jump as high; then as higher, then as highest as if you are picking an apple from the longest tree. ○ Crawl low; then lower; then lowest. • The teacher repeats each action three times. <p>Week 4-5</p> <ul style="list-style-type: none"> • Teacher takes learners out of the classroom to a play area. • Teacher allows the learners to run around freely until the whistle blows. • Teacher asks the learners to do the following: <ul style="list-style-type: none"> ○ Jump like frogs ○ Gallop like horses 	<ul style="list-style-type: none"> • Teacher asks learners to form pairs and play familiar clapping games. • Learners do the clapping games with music or a familiar song. <p>Week 8-9</p> <ul style="list-style-type: none"> • Teacher plays an action song repeatedly. • Learners listen to the music and explain how it makes them feel • Learners sing along with the music.
Grade 3 : Second Year	Activities, techniques, notes, etc.
<p>Week 1-3</p> <ul style="list-style-type: none"> • Learners run around the play area until the teacher blows a whistle to stop. • The learners stand still and follow the teacher's instructions to do the following actions: <ul style="list-style-type: none"> ○ Stretch as high as a giraffe eating from the tallest branches of the tree ○ Shrink as low as a field mouse nibbling on grass seed. ○ Each action is repeated three times but with different levels e.g. high/higher/highest. <p>Week 4-5</p>	<ul style="list-style-type: none"> ○ Swinging the arms, ○ Side bends and jumps, ○ Rolling down bodies with arms straight above their heads and rolling back up etc. <p>Week 6-7</p> <ul style="list-style-type: none"> • The teacher allows learners to form pairs or groups and play familiar clapping games. • The groups take turns to play. <p>Week 8-9</p> <ul style="list-style-type: none"> • Teacher plays an action song repeatedly. • Learners listen to the music, sing along and do actions.

PERFORMING ARTS Grade 3 : Term 4	
<ul style="list-style-type: none"> Teacher takes learners out of the classroom to a play area. Teacher allows the learners to run around freely until the whistle blows. Teacher asks the learners to stand in a circle and choose one learner to lead the group in performing non locomotor movements. The rest of the learners watch and copy the movement for example: 	
Content: Improvise and interpret <ul style="list-style-type: none"> Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. Explore music, movement and voice focusing on tempo: . Sing songs found in the immediate environment. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. 	<ul style="list-style-type: none"> Convey feelings and ideas through facial expression and gesture. Use the voice, gesture and body shape to express feelings and thoughts. Explore the use of expressive mime to convey ideas and feelings. Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. Express moods and ideas through movement and songs. Perform in a classroom incorporating South African story/song in classroom.
Grade 2 : First Year	Activities, techniques, notes, etc.
Week 1-3 <ul style="list-style-type: none"> Teacher explains about how and where we get food, clothes. Teacher reads a short story about sheep and teach learners a song about clothes as follows: 	Week 6-7 <ul style="list-style-type: none"> Teacher narrates a short story about working people.

PERFORMING ARTS Grade 3 : Term 4	
<p><i>Baa-baa black sheep, have you any wool</i></p> <ul style="list-style-type: none"> The following verses are added: <p><i>Moo-moo brown cow, have you leather strong</i> <i>Yes sir- yes sir wide and long</i> <i>Make it into jackets, make it into shoes</i> <i>Make it into what you want you only have to choose</i></p> <p>The learners learn the song in unison, until they get the lyrics correctly.</p> <p>Week 4-5</p> <ul style="list-style-type: none"> Teacher displays toy animals and learners choose an animal to dramatise its importance to human beings. Learners must first think and practice about how it moves, how it helps people before they perform in front of the class. 	<ul style="list-style-type: none"> Teacher explains about different kinds of careers; skilled and professional jobs, and asks learners to identify different careers and jobs in their local area. Group the learners according to different jobs and give them few minutes to think and practice to role play the careers before they perform in front of the class. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher, together with the learners, creates a play sales point in class. Learners role play the etiquette for buying and selling. emphasizing greeting, asking for a prize, thanking each other. Learners take turns in role playing.
Grade 3 : Second Year Activities, techniques, notes, etc.	
<p>Week 1-3</p> <ul style="list-style-type: none"> Learners role play a sheep shearing day situation. The teacher chooses learners to role play but first emphasizes the production path of cotton to wool and repeat the process of shearing as follows: <ul style="list-style-type: none"> Step 1: Catch the sheep and take it to the barn Step 2: Make the sheep to sit on its behind, between the shearer's legs Step 3: First shear the cotton on the sheep's belly 	<p>Week 6-7</p> <ul style="list-style-type: none"> Teacher asks learners to form a circle and mime different jobs. Each learner gets in the circle and mimes a job; the rest must name the career. Learners are allowed to use props. <p>Week 8-9</p> <ul style="list-style-type: none"> Teacher explains how to prepare and plan for an entrepreneurs Day and emphasises the following steps:

PERFORMING ARTS

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- **Step 4:** Secondly shear the cotton on its back.
- **Step 5:** When finished, put back the sheep on its legs and let it run out of its barn.
- The teacher gives learners few minutes to practice before they perform in class.


Week 4-5



- Teacher discusses reasons why animals are important to people.
- Teacher displays toy animals for learners to choose from.
- Learners choose one animal to mime.




- **Step 1:** Decide what product to make.
- **Step 2:** Plan what is needed to make the product.
- **Step 3:** Make a shopping list.
- **Step 4:** Add costs and work out prizes.
- **Step 5:** Make a poster to advertise your group's product.
- **Step 6:** Decide what you will do with the money.
- Learners role play different steps in preparing for the Entrepreneurs day.



VISUAL ARTS GRADE 3 Term 4			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	VISUAL ARTS Products and Processes. Where does food, clothes and money come from. Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses products and processes. • Teacher shows images, designs, craft objects, pictures and photographs about products and processes. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses products and processes. • Teacher shows images, designs, craft objects, pictures and photographs about products and processes. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	Grade 3 : First Year	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises products and processes.


VISUAL ARTS GRADE 3 Term 4

	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings, focusing on line and colour. 	<ul style="list-style-type: none"> • Learners trace and paint a template of a sheep/ goat/ cow/ and pig with primary colours and paste them together with their products painted in secondary colours. 
	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make drawings and paintings with focus on the body in action, shape and colour. • Draw a flow diagram of growing maize. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher explains to learners about mealies production. • Teacher revises different steps in the process of growing mealies from the field to the factory. • Learners make drawing sketches for a flow diagram of growing maize. <ul style="list-style-type: none"> ○ Step 1: A tractor driver plough the field ○ Step 2: Plant seeds on the soil: draw a farmer planting seeds ○ Step 3: Maize grow: draw green long maize. ○ Step 4: Ripe maize are harvested: draw a farmer picking out ripe maize from the field and put them in a lorry.

VISUAL ARTS GRADE 3 Term 4			
			<ul style="list-style-type: none"> ○ Step 5: Farmers take maize to the factories to be processed ○ Step 6: Maize are used to make different things like porridge, popcorns, chips etc.
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models using clay/play dough. • Encourage personal expression, appropriate use of materials and spatial awareness. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrate how to make a clay  <p>model of an animal with the products they produce.</p> <ul style="list-style-type: none"> • Learners create a clay model of animals and their products . 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a clay model of a farmer working in the field



VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make models of self in own environment using clay and other materials. 	<ul style="list-style-type: none"> • Learners create a clay model of a farmer working on the field. 
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a pumpkin seed mosaic picture. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a pumpkin seed mosaic. • Learners create a pumpkin seed mosaic. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture with maize or corn. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher explains products and processes. • Learners create a picture using maize or corn. 
	Create in 3D	Grade 3 : First Year	Grade 3 : First Year



VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a jelly bean bracelet. 	<ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a bracelet using jellybeans. • Learners create a jelly bean bracelet. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities • Develop craft skills: create a silo for maize using recycled materials. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises products and processes. • Teacher demonstrates how to make a silo using recycled material. • Learners create a silo using an empty milk carton and maize. 
4-5	VISUAL ARTS Creatures and animals that can help us	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher discusses creatures and animals that help us. • Teacher shows images, designs, craft objects, pictures and photographs about creatures and animals that help us.



VISUAL ARTS GRADE 3 Term 4			
	Visual literacy	<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher discusses creatures and animals that help us.. • Teacher shows images, designs, craft objects, pictures and photographs about creatures and animals that help us. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises animals and their products. • The teacher gives learners drawing papers and asks 


VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Develop craft skills: Make drawings and paintings of animals and their products. 	<p>them to draw animals and their products.</p>
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Teacher ask learners to draw a picture of an animal depicting how the animal can help us. • Examples of the pictures can be : dogs guide us, donkeys transport, cow provide with leather for shoes and clothes, sheep providing with wool, birds that sings <div data-bbox="1638 568 1906 898" data-label="Image"> </div> <div data-bbox="1268 875 1627 1149" data-label="Image"> </div> <p>and provides companionship for older people.</p>
	Create in 3D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : First Year</p>




VISUAL ARTS GRADE 3 Term 4



		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of an animal. 	<ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Teacher demonstrates how to make an animal using polymer clay. • Learners make clay models of an animal. 	
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make models of an animal using recycled materials. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Teacher demonstrates how to make an animal using recycled materials. • Learners create a horse used for transport using recycled materials. 	
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises creatures and animals who helps us. 	

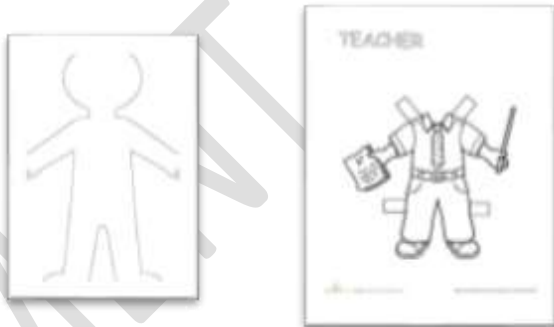

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a dog using pipe cleaners. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a dog using pipe cleaners. • Learners create a dog using pipe cleaners. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a model of an animal using recycled materials 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises animals and creatures that help us. • Teacher demonstrates how to make a camel using recycled materials. • Learners create a camel using used toilet paper rolls. 
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us.


VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a picture of a sea rescue vessel. 	<ul style="list-style-type: none"> • Learners create a picture of a sea rescue vessel using primary colours. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <p>Develop craft skills:</p>	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher revises creatures and animals that help us. • Learners create a picture of a horse with felt, wool and popsicle/ice cream sticks. 
6-7	VISUAL ARTS World of work Visual literacy	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher discusses Careers. • Teacher shows images, designs, craft objects, pictures and photographs about Careers. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.


VISUAL ARTS GRADE 3 Term 4			
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses Careers. • Teacher shows images, designs, craft objects, pictures and photographs about Careers. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: Make drawings; focusing on line, shape and colour, different skills. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises different careers. • Learners draw different careers; skilled and professional and use colour contrast to differentiate them. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises different careers. • Teacher discusses tools needed in a toolbelt. • Learners create a picture of a toolbelt with the different tools needed in the toolbelt.




VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: design a toolbelt. 	 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a music instrument. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises careers in the music industry for example playing in a band or playing in an orchestra. • Teacher demonstrates how to make a musical instrument using recycled materials. • Learners create a panflute using straws. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises careers in music and musical instruments.



VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a musical instrument. 	<ul style="list-style-type: none"> • Teacher demonstrates how to make a musical instrument using recycled materials. • Learners create a guitar/banjo using recycled materials 
	VISUAL ARTS Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make puppets of different careers. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises different careers. • Learners cut out and colour pictures of different careers and stick the pictures on  <p>popsicle/ice cream sticks.</p>
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises different careers.



VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. • Develop craft skills: dress a paper doll with clothes depicting different careers. 	 <ul style="list-style-type: none"> • Learners colour and cut out pictures depicting different careers and dress a paper doll with the clothes.
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a nurse hat. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises careers in the medical profession. • Teacher demonstrates how to make a nurse hat. • Learners create and decorate a nurse hat. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a police hat with a police badge. 	<ul style="list-style-type: none"> • Teacher revises different careers where people wear uniforms • Teacher demonstrates how to make a police cap and a police badge. • Learners create a police cap and a police badge. 
8-9	VISUAL ARTS I can be an entrepreneur Visual literacy	Grade 3 : First Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses crafts made for an entrepreneurs day . • Teacher shows images, designs, craft objects, pictures and photographs about crafts made for an entrepreneurs day. • Learners discuss and respond to the images and craft objects in terms of content, line, shape and form. • Learners respond to the images and craft objects in terms of purpose, content and form.
		Grade 3 : Second Year <ul style="list-style-type: none"> • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher discusses crafts made for an entrepreneurs day.

VISUAL ARTS GRADE 3 Term 4			
		<p>content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Teacher shows images, designs, craft objects, pictures and photographs about crafts made for an entrepreneurs day. • Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials. • Learners respond to the images and craft objects in terms of contrast and meaning.
	Create in 2D	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings relevant to the theme's topic focusing body in action, line, shape colour. 	<p>Grade 3 : First Year</p> <ul style="list-style-type: none"> • Teacher revises different shops and what to buy at each shop. • Learners create a picture of a shopkeeper in a shop displaying his/her wares. 
		<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 3 : Second Year</p> <ul style="list-style-type: none"> • Teacher divides the class into 4 groups. • Each group gets an A3 sheet/chart.

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: make drawings and paintings relevant to the theme's topic; line; shape; colour. 	<ul style="list-style-type: none"> • Learners plan and draw the framework for advertisement of the items for entrepreneur's project, add prices as clearly as possible, paint the advertisement in attention-grabbing colours. 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create animals using rock painting. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses different craft articles. • Teacher demonstrates how to paint on rocks. • Learners create animals using rock painting. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises different craft articles. • Teacher demonstrate how to make articles using recycled materials. 

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create articles made from recycled materials. 	<ul style="list-style-type: none"> • Learners create different article using tins and plastic bags for entrepreneur day. 
	Create in 2D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create articles using recycled materials. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher discusses craft articles made with recycled materials. • Teacher demonstrates how to make a craft article using recycled materials. • Learners create a necklace using washers and string. 
		Grade 3 : Second Year	Grade 3 : Second Year

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create bookmarks. 	<ul style="list-style-type: none"> • Teacher revises craft articles. • Teacher demonstrates how to make bookmarks with ribbon and paper clips. • Learners create bookmarks using paper clips and ribbon. 
	Create in 3D	Grade 3 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. • Develop craft skills: create a bracelet. 	Grade 3 : First Year <ul style="list-style-type: none"> • Teacher revises different craft articles. • Teacher demonstrates how to make a bracelet with beads and string. • Learners create a bracelet using beads and string. 
		Grade 3 : Second Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 3 : Second Year <ul style="list-style-type: none"> • Teacher revises different craft articles. • Teacher demonstrates how to make pen decorations using pipe cleaners.

VISUAL ARTS GRADE 3 Term 4

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create pen decorations using pipe cleaners.

- Learners create pen decorations using pipe cleaners and feathers.



FORMAL ASSESSMENT TASK: GRADE 3

GRADE 3 : TERM 1-4

- During each of the four terms, the teacher chooses
 - Two Performing Arts activities (first year) and
 - Two Performing Arts activities (second year)and report on 2 different assessment goals in each.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.
- The assessment goals are similar for Grade 3 , first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

PERFORMING ARTS

Creative games and skills

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.

- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs.
- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Explore** music, movement and voice focusing on pitch.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo.
- **Sing** together with the music and dance to the music
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Build** own movement vocabulary using:
 - locomotor movements such as walk, run leap and gallop;
 - Non-locomotor movements such as reach, bend, rise.
- **Demonstrate** the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-locomotor movements: reach, bend, rise, twist and turn.

Improvise and interpret

- **Use** the voice and body imaginatively in drama exercises and games.
- **Learn** and **perform** simple dance steps from dances in the immediate environment
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms

- **Improvise** stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Convey** feelings and ideas through facial expression and gesture
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** moods and ideas through movement and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo:
- **Sing** together with the music and dance to the music.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Express** and **describe** feelings in response to a drama, story or event
- **Singing** indigenous songs using appropriate movements and dramatization

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

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

- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Create** a 2D art work using paint, footprints, handprints, fingerprints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: wax crayons, chalk, paint, puffy paint, wax crayons, oil pastels, recycled materials.
- **Create** a 2D art work using edible materials.

Create in 3D

Assess two assessment goals in each during each term

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Build** a 3D art work using polymer clay, epoxy, glass bottles, beads, marbles, sand, popsicle/ ice cream sticks, toilet rolls, cold drink straws, yarn or card board boxes

- **Create** a 3D art work using natural materials, paper maché or recycled materials.
- **Construct** using recyclable materials, emphasis on geometric shapes.
- **Respond** to more specific questions about light and dark colours, geometric shapes, and contrast.

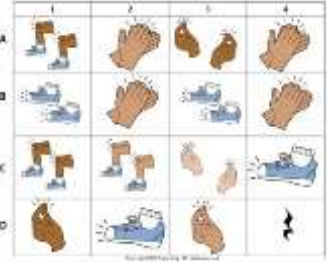
PUBLIC COMMENT

1.5. Grade 4: Term 1

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 4 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment.. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Sing songs, rounds and canons in a choir to warm up the voice • Sing vowels, rhymes and tongue twisters to warm up the voice. 	<ul style="list-style-type: none"> • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Recognise crotchet and minim note values and rests in a short melody. • Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Clap and stamp number rhythms and rhymes in tempo. • Play rhythm, clapping, skipping and singing games in pairs • Explore the shape, weight and feel of words and sounds in creative drama games.

<ul style="list-style-type: none"> • Sing songs, rounds and response songs in a choir to warm up the voice • Sing and hum to warm up the voice. • Follow a warm up ritual to accompany physical warm up using action songs. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. 	<ul style="list-style-type: none"> • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
Grade 4 : First Year	Activities, techniques, notes, etc.
<p>Week 1 : Development of self in the society.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Do different breathing exercises: Stand upright in a relaxed manner. Take deep breaths slowly. Bend forward and touch the ground while breathing out. Repeat several times. • Point and flex muscles while doing breathing exercise. • Circle wrists and ankles while breathing. <p>Learners cool down and relax:</p> <ul style="list-style-type: none"> • Lie down and repeat the breathing exercise while relaxing the muscles. • Do breathing exercise and visualize different colours. 	<p>Definition of Body percussion:</p> <p>Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps a student internalise rhythmic skills.</p> <p>Example of body percussion:</p>  <p>Week 7: Health and environmental responsibility. Substance abuse. Social responsibility</p>

<p>Week 3-4: Development of the Self . Changes in boys and girls</p> <ul style="list-style-type: none"> • Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters • Learners sing songs use unison, rounds, and call and response <p>Week 5-6: Health and environmental responsibility. Healthy eating & dietary habits</p> <ul style="list-style-type: none"> • Teacher demonstrates what body percussion is. • Learners do body percussion: keep a steady beat and use of different timbres (click, clap, stamp) 	<ul style="list-style-type: none"> • Group discussion: revise body percussion and rhythm patterns • Learners perform short rhythm patterns using body percussion • Learners do name games in groups: Learners say their names with an appropriate rhythm based on the syllables of the name • Learners do concentration and listening games <p>Week 8: World at work. The rules of the workplace.</p> <ul style="list-style-type: none"> • Learners practice name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names). Learners say their names with an appropriate rhythm based on the syllables of the name. • Learners do concentration and listening games <p>Week 9: World of Work. History of money</p> <ul style="list-style-type: none"> • Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters • Learners sing songs using unison, rounds, and call and response
<p>Grade 4 : Second Year Activities, techniques, notes, etc.</p>	
<p>Week 1 : Development of self in the society.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Do breathing exercises. • Co-ordinate isolated body parts such as swinging of arms or swaying. <p>Learners cool down and relax</p>	<p>Week 7: Health and environmental responsibility. Substance abuse. Social responsibility</p> <ul style="list-style-type: none"> • Group discussion: revise body percussion and rhythm games. • Learners do short rhythm patterns using body percussion and the rhythms explored in the name game. • Learners add body percussion to enhance the rhythm. • Learners explore the following: clap hands, fingers, upper legs, etc.

- Lie down and do breathing exercise.
- Close eyes and visualize different moods and ideas.
- Express moods and ideas through movement.

Week 3-4: Development of the Self. Changes in boys and girls

- Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time
- Learners do voice warm up, use humming
- Learners do action songs to accompany physical warm-up.
- Learners do warm up: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc

Week 5-6: Health and environmental responsibility. Healthy eating & dietary habits

- Teacher demonstrates different rhythm patterns.
- Learners perform notated rhythm patterns (notation or French note names or graphic scores) containing the equivalent of semibreves, minims, crotchets, quavers and rests, use body percussion.

Definition of rhythm pattern:

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

- Learners focus on listening to each other's rhythms and mimicking each other, playing in unison, varying tempo and volume.
- Learners sing songs, in unison, in tune and in time to accompaniment of the group

Week 8: World at work. The rules of the workplace.

- Group discussion: Revise rhythm patterns and body percussion.
- Learners perform short rhythm patterns: use body percussion and the rhythms explored in the name game. Body percussion is added to enhance the rhythm. Learners explore the following: clap hands, fingers, upper legs, etc.
- Learners focus on listening to each other's rhythms and mimicking each other, play in unison, vary tempo and volume.

Week 9: World of Work. History of money

- Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time
- Learners do voice warm up, using humming.
- Learners do action songs to accompany physical warm up.
- Learners do warm up activities: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc.

Two-beat meter:	STRONG-weak		
Three-beat meter:	STRONG-weak-weak		
Four-beat meter:			
Grade 4 : Content : Improvise and create			
<ul style="list-style-type: none"> • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, and slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Use voice and movement spontaneously when playing creative drama games. • Portray characters and objects from stories using body shapes and sounds. • Play at being characters and objects in stories based on local events or told by the teacher. • Express and describe feelings in response to a drama, story or event. • Differentiate between different characters in a story and their point of view. • Explore the shape, weight and feel of words and sounds in creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. 		<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Recognise crotchet and minim note values and rests in a short melody. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Clap and stamp number rhythms and rhymes in tempo. • Play rhythm, clapping, skipping and singing games in pairs. • Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion. • Recognise time signatures such as four-four and three-four. • Convey feelings and ideas through facial expression and gesture. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Begin to see differences between self and the role being played. 	

<ul style="list-style-type: none"> • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. 	<ul style="list-style-type: none"> • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities.
Grade 4 : First Year	
Activities, techniques, notes, etc.	
<p>Week 1: Development of self in the society.</p> <p>Learners do locomotor movements:</p> <ul style="list-style-type: none"> • Walk, run, skop hop in different directions on own and with a partner <p>Locomotor Movements - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p>	<p>Week 3-4: Development of the Self. Changes in boys and girls</p> <ul style="list-style-type: none"> • Learners create short scenes based on appropriate topics, focus on storyline • Learners create appropriate characters: show differences between characters and character's point of view in short scenes <p>Week 5-6: Health and environmental responsibility.</p> <ul style="list-style-type: none"> • Healthy eating & dietary habits

Even Rhythm:

Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.

Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.

Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.

Hop - The hop requires a push-off from one foot and landing on the same foot.

Leap - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the air between the push off and the landing. Can be combined with a run or walk.

Uneven Rhythm:

Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).

Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long - short. Long (the step) and short (the landing).

Slide - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).

- Learners do rhythm patterns: use key words from selected topics such as people at work: 'woodcutter' chop-chop-chop, 'butcher' = slice-slice, and others
- Learners use above examples to explore appropriate tempo and dynamics such as: 'chop-chop-chop' will be loud and fast, 'slice-slice' will be quiet and slow
- Learners integrate the rhythm patterns explored in the previous activity into movements – explore levels, direction and weight
- **Week 7: Health and environmental responsibility.** Substance abuse. Social responsibilityTeacher demonstrates how to do interactive stories/
- Learners perform Interactive story telling activities: listen and respond appropriately to partners, such as tell stories in pairs on 'my favourite food', accumulation stories, echo stories, etc.

Different interactive storytelling activities:

- Co-constructed stories
- Shared stories
- Unfinished story
- Zoom stories
- Role played stories
- Analysed stories
- Shrunk stories
- Debriefed stories
- Summarized stories

<p>Learners do non-locomotor movements:</p> <ul style="list-style-type: none"> • Reach, bend, rise on their own and with a partner <p>Non Locomotor - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p>Swing - a pendular motion of a body part that can move forward and backward or side to side.</p> <p>Twist - a partial rotation of body parts around an axis</p> <p>Turn - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns</p> <p>Shake - a short quick vibrating movement in a body part or the whole body.</p> <p>Bend - a flex of a body part at a joint</p> <p>Stretch - extending a body part or the whole body</p> <p>Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.</p> <p>Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway</p>	<ul style="list-style-type: none"> • Prompted stories <p>Week 8: World at work. The rules of the workplace.</p> <ul style="list-style-type: none"> • Group discussion: revise locomotor and non-locomotor movements. • Learners do locomotor movements: walk, run, skip, hop in different directions on own and with a partner • Learners do non-locomotor movements: reach, bend, rise on their own and with a partner
<p>Grade 4 : Second Year Activities, techniques, notes, etc.</p>	
<p>Week 1: Development of self in the society.</p> <p>Learners do locomotor movements:</p> <ul style="list-style-type: none"> • Skip/gallop forwards, backwards, sideways and turn in different pathways (diagonal, circles, S-shapes, etc.) 	<ul style="list-style-type: none"> • Plot games can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings. • Trust games are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and

Learners do non locomotor movements:

- Bend, rise, reach, co-ordinate arms and legs in time to music

Week 3-4: Development of the Self. Changes in boys and girls

- Group discussion on what a drama game is and the different drama games that can be performed.
- Learners take part in drama games: develop interaction and cause and effect such as counting games, name games, etc.

Drama games: Definition

Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end plenary. They are a platform for further development and are never meant to be the whole session on their own.

Different drama games

- **Character games** are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character.
- **Concentration games** have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of

getting to know games you'll see how these are all linked and about getting the most from your group.

Voice games. The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression.

- **Week 5-6: Health and environmental responsibility.** Healthy eating & dietary habits Teacher demonstrates how to play rhythm patterns on percussion instruments.
- Group discussion on different percussion instruments.
- Play rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments.

Definition of percussion instrument:

A **percussion instrument** is a musical instrument that is sounded by being struck or scraped by a beater (including attached or enclosed beaters or rattles); struck, scraped or rubbed by hand; or struck against another similar instrument.

Examples of percussion instruments:

<p>particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.</p> <ul style="list-style-type: none"> • Energy Games. The energy of your class is really important and as the conductor of those dynamics you will need tools to help you to do this. Energy games are just the thing you need to help a group gain momentum, exaggerate and gain physical awareness. • Getting to know the group games.For a group to work successfully together in Drama they need to feel comfortable in each others company and trust each other. Relationships are very important within a positive and successful learning environment. • Group cohesion games. When a group cohesion is strong you can achieve amazing things in the classroom. • Improvisation games will help you develop an instinctive response, spontaneity and the confidence you need to build when improvising. When the class is confident it can be an excellent tool to develop acting skills and can help generate creative material. Be careful though, not everyone enjoys having to give instant responses and you will need to think of how you can support this. • Listening Games. The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help. 	<p>Week 7: Health and environmental responsibility. Substance abuse.</p> <p>Social responsibility</p> <ul style="list-style-type: none"> • Group discussion on what Role play is and how to do a Role Play. • Learners perform a Role play with a beginning, middle and end, using stimulus e.g. South African poem, story, song or picture • Learners portray character and objects in the role play, use observation, imitation and exaggeration <p>Week 8: World at work. The rules of the workplace.</p> <ul style="list-style-type: none"> • Group discussion: revise locomotor and non locomotor movements. • Learners do locomotor movements: skip/gallop forwards, backwards, sideways and turn in different pathways (diagonal, circles, S-shapes, etc.) • Learners do non locomotor movements: bend, rise, reach, co-ordinate arms and legs in time to music
<p>Grade 4 :</p>	<p>Content : Perform and reflect</p>

<ul style="list-style-type: none"> • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Think about and show how people and animals move. 	<ul style="list-style-type: none"> • Work co-operatively with partners, improvising and composing dance sequences. • Work with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Sing songs found in the immediate environment. • Sing songs and makes music to express a variety of ideas, feelings and moods. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Improvise and create dance sequences that use steps and styles from various South African dance forms. • Display observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.. • Focus on music from a variety of South African forms: <ul style="list-style-type: none"> ○ improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; ○ plays simple rhythmic patterns on a drum or equivalent; ○ explores and uses drum hand techniques such as base slap, open slap, muffle; • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated.
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<ul style="list-style-type: none"> • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. 	<ul style="list-style-type: none"> • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities..
Grade 4 : First Year Activities, techniques, notes, etc.	
<p>Week 1: Development of self in the society.</p> <ul style="list-style-type: none"> • Teacher discusses positive personal qualities that learners have. • Each learner get a chance to dramatise his/her best personal quality. • Brief discussion on what the positive personal quality was that was mimed by the learner. • <i>Mime exercises help further develop oral expression and self-esteem. By using attentiveness, students further develop their observational skills through focus and detail.</i> 	<p>Week 3-4: Development of the Self. Changes in boys and girls</p> <ul style="list-style-type: none"> • Group discussion by teacher about different dances for boys and girls. • Group discussion on different costumes for different dances. <p>Create a dance to show the difference between boys and girls for example ballet and gumboot</p> <p>Week 5-6: Health and environmental responsibility.</p> <ul style="list-style-type: none"> • Healthy eating & dietary habits • Group discussion on different indigenous South African dances. • Teacher shows DVD's or pictures of different indigenous South African dances.

<ul style="list-style-type: none"> • Different positive personal qualities: adaptable; adventurous; affable; affectionate; agreeable; ambitious; amiable; amicable; amusing; brave; bright; broad-minded; calm; careful; charming; communicative; compassionate; conscientious; considerate; convivial; courageous; courteous; creative; decisive; determined; diligent; diplomatic; discreet; dynamic; easygoing; emotional; energetic; enthusiastic; exuberant; fair-minded; faithful; fearless; forceful; frank; friendly; funny; generous; gentle; good; gregarious; hard-working; helpful; honest; humorous; imaginative; impartial; independent; intellectual; intelligent; intuitive; inventive; kind; loving; loyal; modest; neat; nice; optimistic; passionate; patient; persistent; pioneering; philosophical; placid; plucky; polite; powerful; practical; pro-active; quick-witted; quiet; rational; reliable; reserved; resourceful; romantic; self-confident; self-disciplined; sensible; sensitive; shy; sincere; sociable; straightforward; sympathetic; thoughtful; tidy; tough; unassuming; understanding; versatile; warmhearted; willing; witty 	<ul style="list-style-type: none"> • Learners learn movements from a South African dance, such as gumboot dancing, and others <p>Examples of indigenous South African dances:</p> <ul style="list-style-type: none"> • Gumboot dance • Xibelani dance or shibelani dance • Zulu reed dance • Kwaito • Hip-hop <p>Week 7: Health and environmental responsibility. Substance abuse. Social responsibility</p> <ul style="list-style-type: none"> • Group discussion: revise what Role Play is and how to do a Role Play. • Learners perform a role play about an event the learners in the class may be going to, for example a beauty pageant. • Learners use appropriate clothes and decorations for the Role Play.
Grade 4 : Second Year	
<p>Week 1: Development of self in the society.</p> <p>Movement sentences:</p> <ul style="list-style-type: none"> • Teacher demonstrates to learners what a movement sentence is. • Teacher revises different positive qualities and emotions. • Learners use props, including a large variety of objects for example cans, stones, newspapers, materials, chairs and balls to demonstrate various positive qualities or emotions in a movement sentence. 	<p>Week 3-4: Development of the Self. Changes in boys and girls</p> <ul style="list-style-type: none"> • Group discussion on different roles of boys and girls and how to show it in a song and dance routine • Demonstration by teacher or DVD showing the basic steps of different dance routines. • Learners perform a song and dance routine in pairs – boys and girls to show the different roles of boys and girls

Imagery

- Teacher demonstrates to learners what imagery is.
- Learners use imagery such as crawl like a worm, slither like a snake, fly like a bird.

Definitions:

- **Movement Idea:** A created movement that results from a thought or other motivation.
- **Movement Patterns:** Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern.
- **Movement Phrase:** A sequence of dance movements making up part of a choreographic pattern. A dance phrase.
- **Movement Sentence:** a Combination of movements such as run-stop-turn-reach-drop, to demonstrate a certain emotion or idea as part of a dance phrase.
- **Movement Sequence:** Movements linked together to form a series much like words linked together to form sentences, paragraphs and essays.
- **Imagery:** the use of words, pictures or gestures to describe ideas or actions in poems, books or dramas.

Imagery: uses the voice, gesture and body shape to illustrate certain images in dramas. Imaginative use of simple props as stimulus material show how the same object can represent different things and different moods. Imagery can also be used to express feelings and thoughts.

Week 5-6: Health and environmental responsibility.


- Healthy eating & dietary habits
- Group discussion on different South African music styles.
- Teacher plays DVD's or CD's with different South African music styles.
- Learners listen to South African music (indigenous and western) focus on rhythm and beat, 2, 3 or 4 time
- Learners learn and combine movements from a South African dance e.g. Indian dance, Pantsula, with appropriate music

Examples of South African music styles:

- Classical music
 - South African Hip-hop
- South African Jazz

Week 7: Health and environmental responsibility. Substance abuse. Social responsibility


- Group discussion: Revise different cultural songs and dances.
- Learners perform a cultural song and dance that can be performed at a specific ceremony for example a wedding of Freedom Day.

VISUAL ARTS GRADE 4 Term 1			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
2	Development of the Self Understanding Emotions VISUAL ARTS Create in 3D	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 4 : First Year <ul style="list-style-type: none"> • Teacher demonstrates how to make a stress ball. • Learners make their own stress ball and decorate stress ball with a specific emotion. <p>How to make a stress ball:</p> <p>Materials:</p> <ul style="list-style-type: none"> • Flour • Party balloons • Glue • Empty juice bottle • Funnel • Moist paper towels <p>Instructions:</p> <ul style="list-style-type: none"> • Add a funnel on top of a clean, empty juice bottle. • Add 3/4 cups of flour to the funnel then, lightly tap the juice bottle, so the flour goes down. • Find 3 balloons of the same color. Blow the 1st balloon up and twist the opening 4 to 5 times so the air is trapped inside. 

VISUAL ARTS GRADE 4 Term 1

- Stretch the opening of the balloon and secure to the opening of the juice bottle. Release the balloon, Transfer the flour inside the balloon by turning the bottle upside down and squeezing the bottle to get the flour moving. making sure that the air doesn't escape.
- Pinch the neck of the balloon and release it from the bottle.
- Let go of the neck of the balloon and stop before the flour comes out. Try to release any trapped gas by pinching the base of the balloon.
- Place it on a flat surface and allow the flour to settle inside.
- Make a cut at the base of the neck of the balloon exposing the flour inside.
- Take the second ballon and cut the base of the neck.
- Stretch-open the balloon with the hands and place it over the top of the balloon with the flour.
- Make sure that it covers most of the surface of the first balloon.
- Tug on the edges of the second balloon to even out the surface and add some glue under the edges to secure it in place.
- Take the third balloon, repeat the same steps.


VISUAL ARTS GRADE 4 Term 1

			<p>Optional:</p> <ul style="list-style-type: none"> To make the balloon look even more interesting, take a balloon of a different color and cut the neck and make holes at the sides. Place the balloon on top of the ball and match one of the holes to the opening of the last balloon.
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> Teacher demonstrates how to paint on stones. Teacher shows examples of painted stones. Learners paint different emotions on stones.  <p>How to Paint Rocks Step-by-Step</p> <ul style="list-style-type: none"> Look for smooth rounded stones. River stones are best. Craft stores will also have a variety of stones. Make sure the stones are nice and clean. Wash it off with some warm water and soap and pat it dry. It can also be scrubbed it with an old toothbrush. Some stones have rough patches on them that will make painting a little more difficult. Sand it down with sandpaper, starting with 100 grit and moving to 150 and 220 grit until the patch is gone.

VISUAL ARTS GRADE 4 Term 1

			<ul style="list-style-type: none"> • Draw the design onto the rock. Draw it on a piece of paper beforehand to perfect it. Use a pencil, chalk, or soapstone to put in on the rock.. Be sure not to draw it in too heavy since it can show through the paint. • Start painting! Be patient and move from the biggest parts of the design to the smallest, letting each coat dry before moving on. Use a hairdryer to dry the paint faster. • Once the design is painted, use a sealer and add a coat or two. <p>Materials:</p> <ul style="list-style-type: none"> • Paints – water-based or acrylic • Fine Point Markers • Sealer • Newspaper or other Protective Covering for the Table • Paint Palette • Paint brushes • Glue
3-4	VISUAL ART Development of the Self	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Teacher shows photos and pictures of action pictures. • Teacher revises primary and secondary colours.

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	<p>Changes in boys and girls</p> <p>Create in 2D</p>	<ul style="list-style-type: none"> • Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment. • Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns. • Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns. • Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work. • Engage in creative art processes: <ul style="list-style-type: none"> ○ present images of own world in various media; ○ use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	<ul style="list-style-type: none"> • Learners paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line. • Teacher shows examples of pictures and photos of patterns using geometric shapes. • Learners create patterns using geometric shapes; <p>Repetition</p> 
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VISUAL ARTS GRADE 4 Term 1

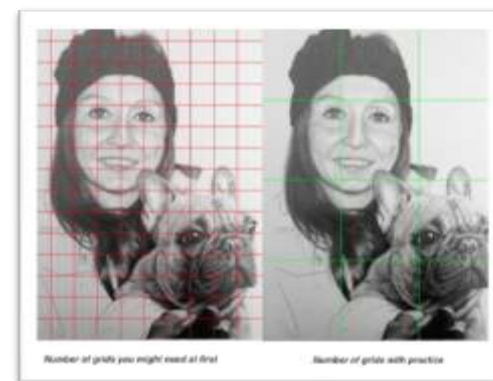
- **Paint** pictures of self with others in action (run, jump, dance, etc.) and **discuss** primary and secondary colours, cool and warm colours, shape and line
- **Create** patterns using geometric shapes; discuss rhythm and repetition


Grade 4 : Second Year

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.

Grade 4 : Second Year



- Teacher discusses techniques that can be used to paint a portrait from a photo.
- Learners draw or paint a portrait of a friend. Learners look at a photograph; focus on the shape of the eyes, mouth, ears, etc. Learners are encouraged to draw what they see



VISUAL ARTS GRADE 4 Term 1			
		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. • Paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line • Create patterns using geometric shapes; discuss rhythm and repetition 	
5-6	Health and environmental responsibility Healthy eating & dietary habits Visual literacy	Grade 4 : First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. 	Grade 4 : First Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and objects related the 2D and 3D artworks the learners created. • Learners discuss and explore art elements such as line, primary and secondary colours. • Learners discuss the emotions that pictures evoke.

VISUAL ARTS GRADE 4 Term 1			
		<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Learners use visual stimulus for example art works and photographs to identify and name art elements. • Learners use artworks and visual stimuli to relate to their own work
	VISUAL ART Create in 3D	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Demonstration by teacher on working with polymer clay. • Teacher shows DVD's and photos to show different containers made by polymer clay. • Learners use polymer clay to make and decorate containers;

VISUAL ARTS GRADE 4 Term 1



		<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher discusses pattern, geometric shape, line, surface texture and correct joining techniques <p>Examples of containers made by clay:</p> <div>   </div> <p>Materials:</p> <ul style="list-style-type: none"> • Polymer clay • X-acto blade, razor blade, or bendable clay cutting tool • A needle or needle tool • A toothbrush or sandpaper • Dotting tools • A roller • Tin foil • A proper work surface • A baking dish • Clay glaze
		Grade 4 : Second Year	Grade 4 : Second Year

VISUAL ARTS GRADE 4 Term 1

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| | <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. | <ul style="list-style-type: none"> • Demonstration by teacher on working with polymer clay. • Teacher shows DVD's and photos to show different containers made by polymer clay. • Learners create polymer clay animals, dragons or pinch pots. • Teacher discusses art elements: shape/form, texture • Teacher demonstrates simple modeling techniques: rolling, pinching, modeling; include surface textural treatment • Group discussion on the use of tools: safety, consideration of others, sharing resources. <p>Materials:</p> <ul style="list-style-type: none"> • Polymer clay • X-acto blade, razor blade, or bendable clay cutting tool • A needle or needle tool • A toothbrush or sandpaper • Dotting tools • A roller • Tin foil |
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VISUAL ARTS GRADE 4 Term 1


			<ul style="list-style-type: none"> • A proper work surface • A baking dish • Clay glaze 
8	VISUAL ARTS World at work The rules of the workplace Create in 2D	Grade 4 : First Year <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment. • Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns. • Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns. • Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work. • Engage in creative art processes: <ul style="list-style-type: none"> ○ present images of own world in various media; 	Grade 4 : First Year <ul style="list-style-type: none"> • Teacher shows DVD's, and posters with examples of posters with motivational quotes. • Group discussion on various motivational quotes that can be used. • Learners make a small poster with a motivational quote that can be hung in an office. 

VISUAL ARTS GRADE 4 Term 1

		<ul style="list-style-type: none"> ○ use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. • Paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line • Create patterns using geometric shapes; discuss rhythm and repetition 	
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment. • Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, and posters with examples of canvasses with pictures. • Learners create a picture on canvass that can be hanged in an office.

VISUAL ARTS GRADE 4 Term 1

		<ul style="list-style-type: none"> • Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns. • Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work. • Engage in creative art processes: <ul style="list-style-type: none"> ○ present images of own world in various media; ○ use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. • Paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line • Create patterns using geometric shapes; discuss rhythm and repetition 	
9	VISUAL ARTS World of Work	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional 	Grade 4 : First Year <ul style="list-style-type: none"> • Teacher demonstrate how to fold a sculpture using bank notes.

VISUAL ARTS GRADE 4 Term 1			
	History of money Create in 3D	<p>work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. <p>Show spontaneity and a creative attitude in art activities</p>	<ul style="list-style-type: none"> • Teacher show video's, DVD's and photos of different sculpture and the method how to fold the sculpture. • Learners use bank notes to create a sculpture for example a cubus. 
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Group discussion on what origami is. • Teacher demonstrates how to fold an origami sculpture. • Teacher shows DVD's, pictures or illustrations of various origami articles and how to fold the article. • Learners use bank notes to create an origami sculpture for example an origami heart.

VISUAL ARTS GRADE 4 Term 1

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Origami (from *ori* meaning "folding", and *kami* meaning "paper" is the art of paper folding, which is often associated with Japanese culture. In modern usage, the word "origami" is used as an inclusive term for all folding practices, regardless of their culture of origin. The goal is to transform a flat sheet square of paper into a finished sculpture through folding and sculpting techniques.

Modern origami practitioners generally discourage the use of cuts, glue, or markings on the paper.

The small number of basic origami folds can be combined in a variety of ways to make intricate designs.



10

Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

1.6. Grade 4 : Term 2

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 4 : Term 2	
<p>Content : Warm up and play</p> <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment.. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Sing songs, rounds and canons in a choir to warm up the voice • Sing vowels, rhymes and tongue twisters to warm up the voice. 	<ul style="list-style-type: none"> • Sing songs, rounds and response songs in a choir to warm up the voice • Sing and hum to warm up the voice. • Follow a warm up ritual to accompany physical warm up using action songs. • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space.

PERFORMING ARTS Grade 4 : Term 2	
<ul style="list-style-type: none"> • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. 	<ul style="list-style-type: none"> • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Recognise crotchet and minim note values and rests in a short melody. • Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
Activities, techniques, notes, etc. Grade 4 : First Year	
<p>Week 1: Development of self in the society. Personal experience of working in a group</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Do contrasting movements: use verbal and sound signals such as “Freeze!”, “Go!”, “up!”. 	<p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> • Group discussion: revise locomotor and non-locomotor movements. • Learners do locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner • Learner do non-locomotor movements: rolling, swinging, stretching alone and with a partner

PERFORMING ARTS Grade 4 : Term 2	
<ul style="list-style-type: none"> Do different breathing exercises : Stand upright in a relaxed manner. Take deep breaths slowly. Bend forward and touch the ground while breathing out. Repeat several times. <p>Learners cool down and relax:</p> <ul style="list-style-type: none"> Lie down and repeat the breathing exercise while relaxing the muscles. Express moods and ideas through movement such as floating on a cloud, feeling sleepy etc. <p>Week 3: Development of the Self. Good leaders / good followers</p> <ul style="list-style-type: none"> Learners warm up the voice: Learners develop articulation (lips, tongue, jaw) through imaginative play. Use lots of different sound while playing for example saying “chchch” as the train passes by or “baa” goes the sheep. Learners play percussion instruments and/or body percussion in time to music and/or class songs. <p>Articulation (pronunciation and talking) is the ability to physically move the tongue, lips, teeth and jaw to produce sequences of speech sounds, which make up words and sentences.</p>	<p>Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> Learners warm up by doing breathing and relaxation exercises. Learners do imaginative breathing exercises (such as ‘painting’ imaginary pictures, inspired by music, with the breath). <p>Week 9: World of Work. How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> Revise different rhythm patterns. Learners warm up the voice: rhythm games that focus on listening skills. Rhythms games: recall contrasting rhythm patterns
Activities, techniques, notes, etc.	Grade 4 : Second Year

PERFORMING ARTS

Grade 4 : Term 2

Week 1: Development of self in the society. Personal experience of working in a group

- Do breathing exercises.
- Focus on posture, alignment of knees over the middle toe's when bending and pointing feet.
- Develop control, co-ordination, balance and elevation in jumping actions with soft landing.

Learners cool down and relax

- Lie down and do breathing exercise.
- Close eyes and visualize colour as a stimulus.

Week 3: Development of the Self. Good leaders / good followers

- Learners warm up the voice: focus on articulation and vocal tone.
- Learners use rhymes, songs, creative games and tongue twisters.
- Learners use sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game etc.

Week 4-6: Health and environmental responsibility. Food, hygiene and storage.

- Group discussion: revise locomotor and non-locomotor movements.
- Learners do locomotor and non-locomotor movements with co-ordinated arm movements in time to music

Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.

- Group discussion: revise different creative games.
- Learners perform creative games combining music and movement (e.g. physical movements to describe high/low notes), mimicking of sounds in the environment combined with appropriate movements.
- Learners use verbal dynamics to depict wind blowing in the trees, the high and lows of a theme park adventure ride.
- Learners do action songs where they must touch their toe's knees, noses, etc.

Week 9: World of Work. How to use money wisely: wants and needs.

- Learners revise different rhythm patterns.
- Group discussion: contrasting rhythms patterns.
- Learners warm-up the voice rhythm games – listening skills, recall contrasting rhythm patterns, use different timbres.

PERFORMING ARTS

Grade 4 : Term 2

Content : **Improvise and create**

- **Convey** feelings and ideas through facial expression and gesture.
- **Express** and **describe** feelings in response to a drama, story or event.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Sing** and/or **play** South African songs from various cultures with appropriate rhythm, tempo and dynamics.
- **Interpret** images, sounds, and textures through movement.
- **Experiment** with combining voice and body in sound and movement.
- **Create** sound effects to accompany stories told by the teacher.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Imitate** a variety of natural sounds in own environment.
- **Experiment** with different sounds to accompany fables and stories as sound effects.
- **Use** own imagination and fantasy stories to create sounds.
- **Imitate** natural and mechanical sounds to create sound effects. explore rhythms and to create sound pictures.
- **Use** sounds in a free rhythm to build up sound pictures to accompany stories or dances.
- **Create** and **present** melodies using voice and found and natural instruments to demonstrate difference in pitch and note values.
- **Sing** and/or **play** an instrument in a group with appropriate rhythm, pitch and dynamics in any genre of music.
- **Focus** on music from a variety of South African forms:
- **Improvise** and **create** music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns.

PERFORMING ARTS

Grade 4 : Term 2

<ul style="list-style-type: none"> • Assume both leader and follower roles willingly in dramatic activities. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Participate in musical call and response games and activities. • Sing songs found in the immediate environment. • Sing songs and make music to express a variety of ideas, feelings and moods. 	<ul style="list-style-type: none"> • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion. • Build own movement vocabulary using: <ul style="list-style-type: none"> ◦ locomotor movements such as walk, run leap and gallop; ◦ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.
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PERFORMING ARTS Grade 4 : Term 2	
<ul style="list-style-type: none"> • Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. 	<ul style="list-style-type: none"> • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Think about and show how people and animals move. • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.
Activities, techniques, notes, etc. Grade 4 : First Year	
<p>Week 1: Development of self in the society. Personal experience of working in a group</p> <ul style="list-style-type: none"> • Demonstration by teacher: different drama techniques that can be used. • Group discussion: what kind of thoughts and feelings each character may have. • Learners use drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what she/he is feeling at that moment, etc. <p>What is a drama technique? Drama strategies- also known as drama techniques or drama conventions – are the everyday tool of the drama teacher. They help to develop enquiry skills, to encourage negotiation, understanding and creativity. They can enhance performance skills such as character development and storytelling and be used across the curriculum to actively involve students in their own learning.</p>	<p>Week 3: Development of the Self. Good leaders / good followers</p> <ul style="list-style-type: none"> • Group discussion: revise what Role-play is and how to do a Role-play. • Learners perform a Role-play related to selected topics or stories told by the teacher. • Learners work with a partner in role and switch roles. <p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> • Group discussion on dynamics in songs such as loud and soft, slow and fast. • Teacher plays DVD's or CD's to explain different dynamics in songs and music. • Group discussion on choice of songs to perform. • Learners perform songs: focus on dynamics such as: loud and soft, slow and fast

PERFORMING ARTS**Grade 4 : Term 2****Examples of drama techniques:**

VOICE	
Pitch	The highness or lowness of a sound
Pace	The rate at which words are spoken
Pause	Where sound stops, how often and for how long
Projection	Enables audience to hear the voice
Volume	How loudly/softly the words are spoken
Articulation	Clarity of voice
Tone	The feeling/emotion in the voice
Cueing	When to speak
Inflection	The rise and fall of a voice
Accent	Particular to a country/society/culture
Breathing	To allow a controlled use of voice, to convey a feeling e.g a sigh or gasp
Repetition	Repeating a sound or words for emphasis
Emphasis	Choosing to stress particular words to convey meaning
BODY	
Posture	Stance, way of standing
Gesture	Movement of any part of the body to express idea, feeling or mood
Body awareness	Ability to select appropriate use of body on stage, choosing to use the whole body, or isolated parts of the body expressively
Facial expression	Using the face to show mood, emotion, feeling and responses
Eye contact	Establishing eye contact with another actor or the audience

Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.

- Group discussion on different sounds that can be used in a sound picture.
- Group discussion on sounds that can be used for a specific theme.
- Learners create sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found instruments)

Week 9: World of Work. How to use money wisely: wants and needs.

- Learners revise rhythm patterns.
- Learners revise locomotor movements
- Learners perform rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc.

PERFORMING ARTS		
Grade 4 : Term 2		
MOVEMENT	Fast or slow tempo, when you move (kinaesthetic response),	
Duration	Length of movement	
Direction	Where you are going: forwards, backwards, diagonal, sideways	
Energy	How you move, the amount of force, the mood expressed through movement	
Ensemble	Awareness moving as part of a group, proximity to other actors, responding to other actors' movement	
Pathways	The pattern of movement you create in the space, e.g curved, straight or zig-zag pathways	
Repetition	Repeating a movement or recycling a movement for emphasis	
Activities, techniques, notes, etc. Grade 4 : Second Year		
Week 1: Development of self in the society. Personal experience of working in a group <ul style="list-style-type: none">Group discussion: different themes from the environment that can be used in classroom dramas.Group discussion: different themes of own life that can be used in classroom dramas.Learners create and perform a classroom dramas: express feelings and portray themes from the environment and own life such as 'collecting rubbish in the neighbourhood', etc. Week 3: Development of the Self. Good leaders / good followers <ul style="list-style-type: none">Teacher reads a story that is related to a specific topic.		<ul style="list-style-type: none">Group discussion on choice of songs to perform.Learners interpret and rehearse South African songs: rounds, call and response Week 8: World at work. Value and importance of work in fulfilling personal needs and potential. <ul style="list-style-type: none">Group discussion: different pitch and note values.Group discussion: appropriate songs to sing to demonstrate difference in pitch and note values.Learners sing songs to demonstrate difference in pitch and note values, using voice and found and natural instruments.

PERFORMING ARTS Grade 4 : Term 2	
<ul style="list-style-type: none"> Group discussion on what appropriate endings may be for the existing story. Group discussion on the different characters in every group. Learners dramatize in groups: Learners use the existing story based on appropriate topics, to develop own endings. <p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> Teacher plays DVD's and CD's to introduce learners to different South African songs. Demonstration by teacher on how to perform songs: rounds and call and response games. 	<p>Week 9: World of Work. How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> Learners revise movement sentences. Group discussion: selection of topic and group. Learners perform a movement sentence showing beginning, middle and end on a selected topic working in small group
<p>Content : Perform and reflect</p> <ul style="list-style-type: none"> Explore the shape, weight and feel of words and sounds in creative drama games. Use voice and movement spontaneously when playing creative drama games. Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. Use the voice and body imaginatively in drama exercises and games. 	<ul style="list-style-type: none"> Convey feelings and ideas through facial expression and gesture. Express and describe feelings in response to a drama, story or event. Use the voice, gesture and body shape to express feelings and thoughts. Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. Express own personal sense of identity and uniqueness in any art form. Interpret words, poems, stories and ideas through play, fantasy and the imagination. Explore the use of expressive mime to convey ideas and feelings. Participate in simple dances based on formations and patterns.



PERFORMING ARTS Grade 4 : Term 2	
<ul style="list-style-type: none"> • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Work co-operatively with partners, improvising and composing dance sequences. • Participate in simple dances based on formations and patterns. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Identify and sing songs from different situations and talk about them (e.g. working, skipping, game songs). • Sing songs and make music to express a variety of ideas, feelings and moods. • Use own compositions of poetry and song to draw attention to current social and environmental issues. 	<ul style="list-style-type: none"> • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
Activities, techniques, notes, etc.	Grade 4 : First Year
<p>Week 3: Development of the Self. Good leaders / good followers</p> <ul style="list-style-type: none"> • Group discussion: what is good leadership. • Learners give examples of good leadership. • Learners dramatise a situation where good leadership is shown for example where learners want to go to a forbidden place and one learner has the courage to say no. <p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> • Teacher plays DVD's and shows pictures about food to identify the difference between good and bad food. 	<p>Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> • Group discussion: revise mime activities. • Group discussion: different jobs at school. • Learners mime different jobs at school. <p>Week 9: World of Work. How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> • Group discussion: selection of song to perform the dance on. • Group discussion: different formation and patterns that will be used in the dance.

PERFORMING ARTS Grade 4 : Term 2	
<ul style="list-style-type: none"> Group discussion on how to compose a song about a specific topic. Group discussion to select or compose a song about food. Learners sing a song about food to identify the difference between good and bad food. 	<ul style="list-style-type: none"> Learners create own dance on a song about money or work.
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p>Week 3: Development of the Self. Good leaders / good followers</p> <ul style="list-style-type: none"> Group discussion: what is bad leadership. Group discussion: learners give examples of bad leadership and consequences of bad leadership. Learner dramatize through drama and dance a situation where bad leadership has consequences <p>Week 4-6: Health and environmental responsibility. Food, hygiene and storage.</p> <ul style="list-style-type: none"> Teacher shows DVD's and reads poems about food to help learners with the composition of their own poem. Group discussion on how to create a poem. Group discussion on dramatization of poems. Learners create their own poem about food and perform it in a group of five or more learners. Learners can use masks of different foods to make it interesting. 	<p>Week 8: World at work. Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> Group discussion: different jobs in the community. Teacher plays DVD's and CD's with songs about jobs or working. Group discussion: selection of songs and characters. Learners dramatize different jobs in the community and combine it with a song about the job. <p>Week 9: World of Work. How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> Group discussion: selection of song to perform the dance on. Group discussion: different formation and patterns that will be used in the dance. Learners create own dance on a song about different jobs in pairs..

VISUAL ARTS GRADE 4 Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
1	VISUAL ART Development of self in the society. Personal experience of working in a group Visual literacy	Grade 4 : First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 4 : First year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and objects with lettering and patterns. • Teacher shows patterns that are prevalent in African art and culture, such as the Ndebele art. • Teacher takes learners for a walk outside to explore patterns in nature. • Teacher explains that patterns are developed by repetition of the same shape.
		Grade 4 : Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 4 : Second Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and objects with patterns. • Learners discuss difference between patterns in African art and art in other countries.

VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Teacher shows photographs of different wall art in countries and look at the differences between different cultures.
2	Development of the Self Relationships with different people (peers, strangers older people, supervisors) VISUAL ARTS Create in 2D	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 4 : First Year <ul style="list-style-type: none"> • Demonstration by teacher: technique to do potato print. • Teacher shows DVD's and photos to show different patterns of potato print and the techniques that can be uses. • Group discussion on tools and equipment that is used in potato print. • Learners use a potato print pattern to create gift wrap. <p>Tools and Equipment: Paper or fabric, a few potatoes, metal cookie cutters, craft knife, normal kitchen knife, sponge cloth or roller, acrylic or fabric paint.</p> <p>Method</p> <ul style="list-style-type: none"> • Cut a large potato in half. Press the cookie cutter into the centre of the potato. Then, leaving the



VISUAL ARTS GRADE 4 Term 2

			<p>cookie cutter in the potato, slice a rather thick slice around the pattern of the cookie cutter. Remove the outer layer of potato and then the cookie cutter from the shape.</p> <ul style="list-style-type: none"> • Apply paint to the pattern. This can be done with a paintbrush, small paint roller for more even distribution or by following the technique with a kitchen sponge shown in Eraser Printing. • Use a separate potato stamp for each color, unless you want the colors to mix. • Keep a scrap piece of paper on the side to test your print on and to remove excess paint if applied with a brush. Simply press your potato stamp down on the paper you want to decorate. A few prints and you will know exactly how hard to press to get the effect you desire. <p>Examples of Potato Print gift wrap</p> <div>   </div>
		Grade 4 : Second Year	Grade 4 : Second Year

VISUAL ARTS GRADE 4 Term 2

		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Demonstration by teacher: technique to do potato print. • Teacher shows DVD's and photos to show different patterns of potato print and the techniques that can be uses. • Group discussion on tools and equipment that is used in potato print. • Learners use a potato print pattern to create place mats on fabric. <p>Tools and equipment:</p> <p>Rectangles of cotton or linen fabric; Sewing machine, thread, scissors, iron; A bag of potatoes; A small, sharp, smooth (not serrated) knife; Fabric paint; Paintbrush; Pencil and ruler</p> <p>Method:</p> <ul style="list-style-type: none"> • Place two fabric rectangles right sides together. Sew around perimeter with a 1cm seam allowance, leaving a gap to turn. Turn right side out, fold opening hems inwards and pin. Run a top stitch around the outside edge. Repeat for other placemats. Press. • Cut a potato in half and draw your design on with a pencil. Neatly cut away excess potato to reveal the
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VISUAL ARTS GRADE 4 Term 2

			<p>shape. It should protrude by 1cm. It helps to cut the whole stamp into a block shape too.</p> <ul style="list-style-type: none"> Dip the potato in the fabric paint, or coat it with a paintbrush. Do a few test prints on a fabric scrap. For best results wipe away any excess and apply pressure evenly. Keep fingers paint-free to limit smudges. <div data-bbox="1234 565 1549 808">  </div> <div data-bbox="1234 828 1549 1084">  </div> <ul style="list-style-type: none"> Before printing the placemat, cover the surface. Keep it simple: often less is more. Play around with various shapes and patterns. Once your paint has dried, heat set it with a hot iron so they will be machine washable. <p>Examples of potato print place mats:</p>
4-6	Visual literacy Health and environmental responsibility	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> Teacher shows DVD's, photographs and pictures with various fridge magnets. Demonstration by teacher on how to make a fridge magnet.


VISUAL ARTS GRADE 4 Term 2

	<p>Food, hygiene and storage</p> <p>Create in 3D</p>	<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners make a fruit fridge magnet to use on the fridge with a shopping list. <p>Tools and Equipment</p> <ul style="list-style-type: none"> • Pictures from books or photos; Photo or paper punch; Scissors; Glue; Glass gem; Magnet <p>Method:</p> <ul style="list-style-type: none"> • Choose the backing. Use a photo, old books, maps, patterned paper (including wrapping paper), newspaper, junk mail, cereal boxes, or anything with an interesting image/pattern printed on it. • Wash & dry the glass gems using warm, soapy water. Rinse thoroughly. This will remove any residue from the glass and allow for the best adhesion of the glue to the glass. Using a photo or paper, punch a hole in it with a 1.25" hole punch by placing the hole over images in magazines, cereal boxes, newspapers, books, or other sources. This will give a good idea of what the image will look like as a refrigerator magnet. • After an image is selected, use scissors to trim the size down so it will fit into the hole punch. Be sure not to cut it too small. • Align the image in the hole-punch and make the cut. It is easier to align the image if the hole-punch
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VISUAL ARTS GRADE 4 Term 2

			<p>is used upside down; this way the final cut can be seen. It will show a nice round cut-out of the image. If scissors is used for the cut-out, use a circular object to outline the image.</p> <ul style="list-style-type: none">• Add a bit of glue to the back of the glass gem. Spread it thin! Remove the excess when applying the image. Spread the glue very lightly over the entire back of the glass gem.• Apply the image face down.• Apply a small dab of glue to the center of the back of the glass gem's picture; be sure the photo glue is dry before gluing the magnet!
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VISUAL ARTS GRADE 4 Term 2

			<ul style="list-style-type: none"> Press the magnet firmly into place over the glue. Remember to press firmly enough to remove the excess glue. Once the excess glue is removed, the magnet should not move freely while pressing it onto the back. Stick on the fridge. <p>Examples of fruit fridge magnets</p> 
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> Teacher shows DVD's, photographs and pictures with various fridge magnets. Demonstration by teacher on how to make a fridge magnet. Learners create fridge magnets with names or pictures of foods that can be used to choose different foods needed for a certain meal. <p>Tools and Equipment</p>

VISUAL ARTS GRADE 4 Term 2

		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Pictures from books or photos; Photo or paper punch; Scissors; Glue; Glass gem; Magnet <p>Revise method : Grade 4 First Year</p> <p>Examples of fridge magnets</p> 
	<p>VISUAL ART</p> <p>Create in 2D</p>	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Group discussion on recycling. • Demonstration by teacher on recycling of CD's. • Teacher shows DVD's and photos to show different articles made with recycled CD's. • Learners make an article using recycled CD's. <p>Tools and Equipment</p> <p>Recycled CD's or DVD's; sandpaper; glue; felt. Scissors; matte varnish; stencils</p> <p>Method:</p> <ul style="list-style-type: none"> • Sand the shiny side of the CD/DVD's enough to rough them up and remove the coating

VISUAL ARTS GRADE 4 Term 2

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Paint each CD a different color. Repeat for two more coats.
- Stencil on the designs using White Was, touch up with a fine line brush if needed.
- Finish with two coats of



varnish.

- Cut felt into circles a little bit smaller as the CD.
- Use glue to attach the felt circles to the back of the CD's


Grade 4 : Second Year


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

Grade 4 : Second Year

- Group discussion on recycling.
- Demonstration by teacher on recycling of articles with a nature theme.



VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher shows DVD's and photos to show different recycled articles with a nature theme. • Learners make a recycled article with a nature theme. <p>Example of a recycled article with a nature theme using plastic bottles and old puzzle pieces.</p> 
7	Social responsibility Human Rights and Responsibility VISUAL ARTS Create in 3D	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	Grade 4 : First Year <ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures of beaded articles with the colours of the South African flag. • Demonstration by teacher on beading of jewelry articles. • Learners make a beaded jewelry article with the colours of the South African flag for example earrings.

VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Tools, Equipment and method: Patterns of jewelry are available at craft shops and on the internet.</p> <p>Example of beaded earrings with the colours of the South African flag.</p> 
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures of beaded articles with the colours of the South African flag. • Demonstration by teacher on beading of articles. • Learners make a beaded article with the colours of the South African flag for example a South African flag keyring. <p>Tools, equipment and method: patterns and equipment are available at craft shops and on the internet.</p>

VISUAL ARTS GRADE 4 Term 2

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Example of a beaded key ring with the South African flag colours



10

Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

1.7. Grade 4 : Term 3

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 4 : Term 3	
<p>Content : Warm up and play</p> <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. 	<ul style="list-style-type: none"> • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.

PERFORMING ARTS Grade 4 : Term 3	
<ul style="list-style-type: none"> • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. 	<ul style="list-style-type: none"> • Think about and show how people and animals move. • Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice.
Activities, techniques, notes, etc.	Grade 4 : First Year
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <p>Learners warm up the body:</p>	<p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> • Learners revise locomotor and non-locomotor movements. • Learners do loco motor movements: slide the feet on the floor and run with a leap on their own and with a partner.

PERFORMING ARTS

Grade 4 : Term 3

- Learners curl and stretch the spine sitting on the floor; curl into a tight ball; unfold lengthening the spine, roll up and down the spine and side bends.
- Learners land softly through the feet (toe-ball-heel, bending knees) while they hop, skip, jump and leap.

Learners cool down and relax:

Learners lie on the back; tighten/contract all the muscles; make tight fists; clench shoulders and then release all the muscles; make body heavy on the floor, etc.

Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.

- Group discussion: revise what a drama game is and the different drama games that can be performed.
- Learners take part in drama games: concentration and focus games.
- Learners take part in drama games: sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions).

Concentration games have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group

- Learners do non loco motor movements: turn, fall, stamp, kick on their own and with a partner.

Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.

- Group discussion: revise poly rhythms and body percussion.
- Learners do poly rhythms using body percussion and/or percussion instruments.

Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.

- Group discussion: revise different warm up routines. Vocal warm ups could include articulation exercises, singing, working with poems, etc.
- Learners do voice warm ups (e.g. humming, yawning and sighing).
- Learners do call and response games in speaking.
- Learners do action songs (doing actions related to the specific rhythms of the song).


PERFORMING ARTS Grade 4 : Term 3	
at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.	
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> Learners combine body parts and isolations e.g. make circles with wrists and hips simultaneously. Learners link movements in short movement sentences and remembering them. Learners run and combine the running with spinning movements. <p>Learners cool down and relax</p> <ul style="list-style-type: none"> Learners stretch slowly in different directions with slow and soothing music. <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise what a drama game is and the different drama games that can be performed. Learners take part in drama games: concentration and focus games such as mirror games, etc. Learners take part in drama games: observation and concentration skills: drama activities like building a mime sequence in pairs, etc. 	<p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> Learners revise movement sequences. Learners do movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise poly rhythms and body percussion. Learners use body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns. <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise different warm up routines. Learners warm up the voice: learners focus on expressiveness and involvement in poetry, rhymes and creative drama games. Learners explore words depicting locomotion, direction and antonyms such as up/down.


PERFORMING ARTS

Grade 4 : Term 3

Content : **Improvise and create**

- **Use** puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings.
- **Make** use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Make** masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.
- **Make** masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.
- **Identify** different aspects of pulse by clapping and moving.
- **Use** the voice and body imaginatively in drama exercise.
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Echo** a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.
- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Think** about and **show** how people and animals move.
- **Collaborate** in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.
- **Convey** feelings and ideas through facial expression and gesture.
- **Express** and **describe** feelings in response to a drama, story or event.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** own personal sense of identity and uniqueness in any art form..
- **Interpret** words, poems, stories and ideas through play, fantasy and the imagination.
- **Explain** how tempo, duration and dynamics have been used in songs and music to express feelings and moods.
- **Sing** and/or **play** South African songs from various cultures with appropriate rhythm, tempo and dynamics.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Sing** songs found in the immediate environment.

PERFORMING ARTS Grade 4 : Term 3	
<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. 	<ul style="list-style-type: none"> • Sing songs and make music to express a variety of ideas, feelings and moods.
Activities, techniques, notes, etc.	Grade 4 : First Year
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <ul style="list-style-type: none"> • Group discussion: how to make a simple puppet using waste material. 	<p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> • Learners perform their own puppet performance based on appropriate vocal characterisation and manipulation of own puppet • Learners create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects. <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p>

PERFORMING ARTS Grade 4 : Term 3	
<ul style="list-style-type: none"> Practical demonstration by teacher: how to make a simple puppet. Video's, DVD's and photos are shown to learners with examples of different puppets using waste material. Learners create a simple puppet using waste material: sock puppets, finger puppets, shadow puppets.  <p>Examples of puppets using waste material (above)</p> <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners perform drama games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin). 	<ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners explore the movement characteristics of the puppet such as: 'the hungry lion crawling and creeping about to catch the mouse', etc. Learners perform movement responses to different types of music. <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: different moods found in music. Teacher plays different songs to show different moods in music and songs. Learners listen to music and identify moods such as 'sad', 'happy', 'calm' and 'excited'.
Activities, techniques, notes, etc.	Grade 4 : Second Year
<p>Week 1-2: Development of self in the society. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Group discussion: Revise movement sentences. 	<ul style="list-style-type: none"> Group discussion: Learners decide on different characters in the drama and the theme of the drama. Learners perform classroom dramas: learners illustrate different characters through vocal and physical characterisation e.g.

PERFORMING ARTS Grade 4 : Term 3	
<ul style="list-style-type: none"> Learners create a movement sentence in small groups and use it to make patterns. Learners compose cyclic rhythm patterns based on South African music. Learners focus on appropriate tempo /dynamic choices. <p><i>Cyclical</i> is used to describe things that are regularly patterned or that occur in regular intervals. The root of <i>cyclical</i> is “cycle” which means movement in a circular fashion, or the circular fashion itself.</p> <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners perform simple mime; imitating everyday activities focusing on weight and shape, such as picking up a ‘heavy rock’ or a ‘light feather’, etc. <p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> Group discussion: revise drama techniques. 	<p>moving and speaking as the mother, the grandfather, the doctor, etc.</p> <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> Group discussion on poetry and how to combine poetry with movement sequences. Learners perform poetry in groups e.g. choral verse combined with movement and gestures. Learners do movement sequences: explore verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement). <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners do movement sequences: explore verbal dynamics in words such as action words, directional words (words that convey a straight, turning or broken movement). Learners combine movement and sound to convey the meaning of words e.g. rustle, quiver, swish, explode, etc.
<p>Content : Perform and reflect</p> <ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. 	<ul style="list-style-type: none"> Differentiate between high and low, long and short, loud and soft sounds. Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods.

PERFORMING ARTS

Grade 4 : Term 3

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| <ul style="list-style-type: none"> • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Interpret words, poems, stories and ideas through play, fantasy and the imagination. • Listen and move creatively to music, stories, songs and sounds. | <ul style="list-style-type: none"> • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Participate in musical call and response games and activities. • Sing songs found in the immediate environment. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Work co-operatively with partners, improvising and composing dance sequences. |
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PERFORMING ARTS Grade 4 : Term 3	
<ul style="list-style-type: none"> • Sing tunes rhythmically and at varying tempo and loudness. 	
Activities, techniques, notes, etc.	Grade 4 : First Year
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> • Group discussion: revise role play techniques. • Learners perform role play situations of bullying as well as how to handle this situation successful. • Group discussion: was the handling of the situation successful? Were there other solutions to the problem? <p>Week 4: Development of the Self. Body changes.</p> <ul style="list-style-type: none"> • Group discussion: revise different drama techniques. • Learners build a drama from a stimulus: Learners develop storyline (beginning/ middle/ end). • Group discussion: revise different sound pictures. • Learners perform sound pictures for the drama: learners use instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama. <p>Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.</p> <ul style="list-style-type: none"> • Group discussion: basic steps to write a poem. • Teacher reads poems about a specific theme to the class for example aids. 	<ul style="list-style-type: none"> • Learners create a poem about a specific theme for example aids and perform it in front of the class. <p>Basic steps to write a poem:</p> <p>Step 1 – Choose a topic</p> <p>Step 2 – Ask questions</p> <p>Step 3 – Start writing the poem</p> <p>Step 4 – Finish the first draft</p> <p>Step 5 – Review and rewrite</p> <p>Step 6 – Continue the journey by writing the next poem</p> <p>Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> • Group discussion: revise different dance steps. • Learners create their own dance: learners choose a dance art form for example ballet or ball room.
Activities, techniques, notes, etc.	Grade 4 : Second Year

PERFORMING ARTS

Grade 4 : Term 3

Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.

- Group discussion: revise different drama techniques.
- Group discussion on “child abuse” and solutions for child abuse.
- Group discussion: learners decide on a topic for drama as well as different characters in the drama.
- Learners create a drama with “child abuse” as a theme. Learners show different situations that count as child abuse as well as solutions.

Week 4: Development of the Self. Body changes.

- Group discussion: revise different drama techniques.
- Learners build a drama from a stimulus: Learners develop storyline (beginning/ middle/ end).
- Learners use pictures, objects, words, stories, newspaper articles, real life situations as stimulus to develop a drama. Focus on the ‘WHAT’? - question. What is happening? How the story begins and ends? Start off with an improvisation to develop the framework of the drama.

Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.

- Group discussion: basic steps to write a song about a specific theme.

Basic steps for songwriting:

Step 1: Sum up what the song is about in one short sentence.

Knowing what theme the song is based around will help with the future steps of choosing the right chords and melodies. If the song is sad, there will be more minor chords and melodies constructed using the minor scale.

Step 2: Get a chord progression.

There are two options:

- Play the same chords for the entire song i.e. same chords for verse, chorus etc.
- Play different chords for verse, chorus, bridge etc.

Both options work perfectly and many successful songs have been written using both methods.

Step 3: Create a melody.

Step 4: Add lyrics to the melody.


Week 8: World at work. The Rules of the Workplace and what I am NOT allowed to do at work.


- Group discussion: revise different dance steps.
- Group discussion: revise different traditional dances.
- Teacher shows DVD’s with different traditional dances to show learners the different steps used in the dances.
- Learners create a dance that can be performed in a group showing different traditional dances.



PERFORMING ARTS**Grade 4 : Term 3**



- Teacher plays songs about a specific theme to the class for example aids.
- Learners work together in a group to create a song about a specific theme for example aids and perform it in front of the class.

GRADE 4 TERM 3 VISUAL ARTS			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
1-2	VISUAL ART Development of self in the society. Abilities, interests and potential Visual literacy	Grade 4 : First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 4 : First year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs, artworks and real objects to identify and name all art elements in images of animals, birds, fish, insects and reptiles. • Learners observe photographs, artworks and real objects to identify and name all art elements in images of jewelry made with wiring. • Learners observe photographs, artworks and real objects to identify the use recyclable materials and papier maché to make useful objects. • Learners discuss geometric shapes and cool and warm colours, develop craft skills.
		Grade 4 : Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 4 : Second Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs, artworks and real objects to identify and name all art elements to increase awareness of pattern and printmaking in Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern.

GRADE 4 TERM 3		VISUAL ARTS	
		<ul style="list-style-type: none"> • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners observe photographs, artworks and real objects to identify and name all art elements in images of jewelry made with wiring. • Learners discuss art elements: naming and using geometric and organic shapes/vorms with emphasis on pattern and surface decoration for craft objects.
	Create in 2D	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Demonstration by teacher: technique to draw animals, birds and insects. • Teacher shows DVD's and photos to show different paintings and drawings of animals, birds and insects. • Group discussion on tools and equipment that is used when painting and drawing. 



GRADE 4 TERM 3		VISUAL ARTS	
		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours.  <p>Examples of paintings and drawings of birds:</p>
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Demonstration by teacher: technique to design an African pattern or print. • Teacher shows DVD's and photos to show different African patterns and prints. • Group discussion on tools and equipment that is used when painting and drawing African patterns or print. • Learners design an African pattern or print that can be used for clothes.


GRADE 4 TERM 3		VISUAL ARTS	
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Examples of African patterns or print <div>   </div>
6	Health and environmental responsibility Traffic Rules relevant to road users VISUAL ARTS Create in 3D	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	Grade 4 : First Year <ul style="list-style-type: none"> • Demonstration by teacher on working with wire. • Teacher shows DVD's and photos to show different examples of jewelry made with wire. • Learners create jewelry for example earrings of a bicycle made out of wire. • Teacher discusses art elements: shape/form, texture • Group discussion on the use of tools: safety, consideration of others, sharing resources.




GRADE 4 TERM 3		VISUAL ARTS	
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Patterns of jewelry using wire are available at craft shops and on the internet.</p> <p>Example of jewelry using the craft of wiring</p> 
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Demonstration by teacher on working with wire. • Teacher shows DVD's and photos to show different examples of jewelry made with wire. • Learners create jewelry for example a pendant of a bicycle made out of wire. • Teacher discusses art elements: shape/form, texture • Group discussion on the use of tools: safety, consideration of others, sharing resources. <p>Patterns of jewelry using wire are available at craft shops and on the internet.</p> <p>Example of jewelry using the craft of wiring (above)</p> 

GRADE 4 TERM 3 VISUAL ARTS			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	
7	Social responsibility VISUAL ARTS Create in 2D	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 4 : First Year <ul style="list-style-type: none"> • Group discussion: what is a fantasy plant or fantasy flower. • Teacher shows DVD's, photographs or illustrations of different fantasy plants and fantasy flowers. • Demonstration by teacher: how to make a border on stationary. • Learners make a border on stationary, or decorate a card using a fantasy plant or fantasy flower. <p>Examples of stationary with fantasy plants or fantasy flowers:</p> <div data-bbox="1638 519 1890 812" data-label="Image"> </div> <div data-bbox="1638 860 1890 1218" data-label="Image"> </div>
		Grade 4 : Second Year	Grade 4 : Second Year <ul style="list-style-type: none"> • Group discussion: what is printmaking.

GRADE 4 TERM 3	VISUAL ARTS
	<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <ul style="list-style-type: none"> • Teacher shows DVD's, photographs or illustrations: examples of printmaking. • Demonstration by teacher: steps of printmaking. • Learners design a card or stationary using the craft of printing. <p>Printmaking is an indirect means of creating art by transferring an image or design by contact with a matrix such as a block, plate, stone or screen.</p> <p>There are four basic manual processes used in traditional printmaking:</p> <p>Reliëf – wood-cut, wood engraving, linoleum-cut</p> <p>Intaglio – dry-point, engraving, etching, aquatint, mesotint</p> <p>Planography – lithography</p> <p>Stencil – screenprint (silk-screenprint serigraphy)</p> <p>Examples of printing on stationary:</p> <div data-bbox="1276 1062 1507 1370"> </div> <div data-bbox="1537 1062 1885 1408"> </div>

GRADE 4 TERM 3 VISUAL ARTS			
9	World of Work Economic Cycle VISUAL ART Create in 3D	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 4 : First Year <ul style="list-style-type: none"> • Demonstration by teacher on how to do paper maché. • Teacher shows DVD's and photos to show different examples of useful objects made with recycled material or paper maché.  <ul style="list-style-type: none"> • Learners use recyclable materials and papier maché to make useful objects: egg cups, containers, plant holders, etc. • Learners decorate the art object. • Teacher discusses art elements: pattern; geometric shapes; cool and warm colours. 

GRADE 4 TERM 3		VISUAL ARTS	
			<ul style="list-style-type: none"> Group discussion on the use of tools: safety, consideration of others, sharing resources.  <p>Examples of art objects using recycled materials and paper maché (above)</p>
		<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> Group discussion: revise recycled materials. Teacher shows DVD's and photos to show different examples of patterned frames or containers crafted from recycled materials. Learners craft patterned frames or containers for a classroom . Teacher discusses art elements: name and use geometric and organic shapes/forms. Teacher discusses pattern and surface decoration for craft objects.

GRADE 4 TERM 3		VISUAL ARTS	
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<div>   </div> <p>Examples of patterned frames using recycled materials</p> <p>1.8. Example of containers made with recycled materials:</p> <div>  </div>
<p style="text-align: center;">10</p> <p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			

1.9. Grade 4 : Term 4

The instruction time for Grade 3 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 4 : Term 4	
Content : Warm up and play <ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice.. 	<ul style="list-style-type: none"> • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.

PERFORMING ARTS Grade 4 : Term 4	
<ul style="list-style-type: none"> • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. 	<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Participate in musical call and response games and activities. • Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. • Use voice and movement spontaneously when playing creative drama games.
Activities, techniques, notes, etc. Grade 4 : First Year	
<p>Week 1: Development of self in the society. Me and my disability.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> • Learners use circles, angles, curves and zig-zags. • Learners combine non-locomotor and locomotor movements such as twisting combined with galloping on their own and with a partner. <p>Learners cool down and relax:</p> <ul style="list-style-type: none"> • Learners move to slow soothing music. 	<p>A soundscape is a piece of music considered in terms of its component sounds.</p> <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Group discussion: revise mime techniques. • Learners do simple mime: imitate everyday activities focus on weight, shape and space such as 'crouch in a narrow cave', 'kick a ball on a big soccer field', etc.

PERFORMING ARTS Grade 4 : Term 4	
<ul style="list-style-type: none"> Learners do body part isolations and stretch as part of imaginative experiences. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Learners warm up the voice: Learners use songs and rhymes - focus on high and low notes and fast and slow tempo. Learners sing songs to improve the ability to sing in tune. Learners compose soundscapes, use dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc. 	<p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise body percussion. Learners perform body percussion "songs" in unison and in canon. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners play posture games to explore the neutral posture.
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p>Week 1: Development of self in the society. Me and my disability.</p> <p>Learners warm up the body:</p> <ul style="list-style-type: none"> Learners focus on lengthening and curling the spine. Learners do locomotor movements: show control and a strong back e.g. walk with pride, march like a soldier, etc. <p>Learners cool down and relax</p> <ul style="list-style-type: none"> Learners lie on back: tighten/contract all the muscles, make tight fists, clench shoulders, then release all the muscles make body heavy on the floor, etc. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p>	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: revise drama games and different drama techniques. Learners respond to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression. <p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise musical games.

PERFORMING ARTS Grade 4 : Term 4	
<ul style="list-style-type: none"> Group discussion: revise different warm up routines. Vocal warm ups could include articulation exercises, singing, working with poems, etc. Learners do voice warm ups (e.g. humming, yawning and sighing). Learners do call and response games in speaking. Learners do action songs (doing actions related to the specific rhythms of the song). 	<ul style="list-style-type: none"> Learners play musical games, focus on numeracy and literacy (such as number songs and rhymes). <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners play trust and listen games (such as blindfold and lead a partner, etc.)
<p>Content : Improvise and create</p> <ul style="list-style-type: none"> Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. Differentiate between high and low, long and short, loud and soft sounds. Use the voice and body imaginatively in drama exercise. Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. Express ideas and stories creatively through movement activities that are guided but open-ended. Explore movement characteristics of animals, people, machines and nature. 	<ul style="list-style-type: none"> clarinets from the Savannah region made of guinea-corn or sorghum stems; flugelhorn, saxophones and guitars. <ul style="list-style-type: none"> Use puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings. Make use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Make masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials. Make masks, crafts, artefacts, costumes, collages or puppets to use in a presentation. Think about and show how people and animals move. Convey feelings and ideas through facial expression and gesture. Express and describe feelings in response to a drama, story or event.

PERFORMING ARTS

Grade 4 : Term 4

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| <ul style="list-style-type: none"> • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound: <ul style="list-style-type: none"> ▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides; ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone; ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; | <ul style="list-style-type: none"> • Use the voice, gesture and body shape to express feelings and thoughts. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Interpret words, poems, stories and ideas through play, fantasy and the imagination. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Express own personal sense of identity and uniqueness in any art form. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. |
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PERFORMING ARTS Grade 4 : Term 4	
<ul style="list-style-type: none"> wind instruments - flutes made from bamboo, reeds, wood, clay and bones; trumpets made of animal horns and wood; 	
Activities, techniques, notes, etc. Grade 4 : First Year	
<p>Week 1: Development of self in the society. Me and my disability.</p> <ul style="list-style-type: none"> Group discussion: identify the meaning of dynamics, pitch, timbre and tempo. Teacher plays DVD's and CD's to demonstrate different dynamics in music. Learners listen to music and identify how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc. <p>In music, dynamics normally refers to the pitch of a tempo or note, but can also refer to every aspect of the execution of a given piece, either stylistic (staccato, legato etc.) or functional (velocity). The term is also applied to the written or printed musical notation used to indicate dynamics.</p> <p>In music the pitch of a note means how high or low a note is.</p> <p>In music timbre also known as tone colour or tone quality of a musical note, sound or tone that distinguishes different types of sound production, such as voices and musical instruments string instruments, wind instruments and percussion.</p>	<p>Axial movement is a movement that occurs in a stationary position. It refers to an element of dance in which dancers stay anchored to one place by a single body part while using available space in any directions. Axial movements involve bending, stretching, twisting, swinging, gesturing, rising, rotating and spinning.</p> <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: learners develop text of puppet performance. Group discussion: Learners identify puppet characters for puppet performance. Learners develop a puppet performance by focusing on a conversation between puppets. Learners explore attitude, status and relationships of puppet - characters such as the villain, animal characters, the witch, the princess, etc. <p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques.

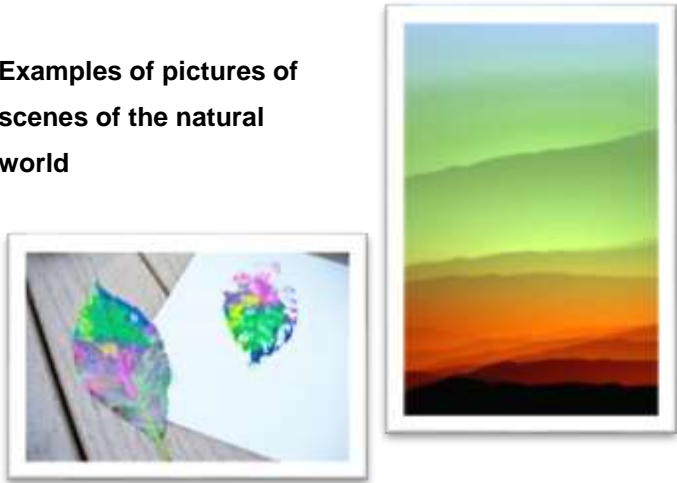
PERFORMING ARTS Grade 4 : Term 4	
<p>In music tempo was originally used to describe the timing of music, or the speed at which a piece of music is played.</p> <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: techniques used in improvisation. Group discussion: revise locomotor and axial movements. Learners improvise appropriate movements and characters, use axial and locomotor movements to interpret a story such as 'Peter and the Wolf', etc. 	<ul style="list-style-type: none"> Learner do a mime activity: Learners use imaginary objects, express feelings and ideas through movement, gesture and facial expression. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: revise drama games. Learners make physical shapes. use gesture, posture and balance (balance on different body parts).
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p>Week 1: Development of self in the society. Me and my disability.</p> <ul style="list-style-type: none"> Group discussion: revise the meaning of dynamics, pitch, timbre and tempo. Teacher plays DVD's and CD's to demonstrate different dynamics in music. Learners listen to South African music and focus on how tempo, dynamics, timbre and tempo contribute to unique sound. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise prominent South African instruments. Teacher shows photographs and videos to show prominent South African instruments. 	<ul style="list-style-type: none"> Group discussion: techniques that can be used to create different moods. Group discussion: learners choose poem, picture or song to use in the performance. Learners create a mood: use verbal dynamics, expressive sounds and movement. Learners use a poem, picture or song of their choice. <p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners create movements based on pictures, movement sentence (sequence), showing beginning, middle, end. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: revise drama games.

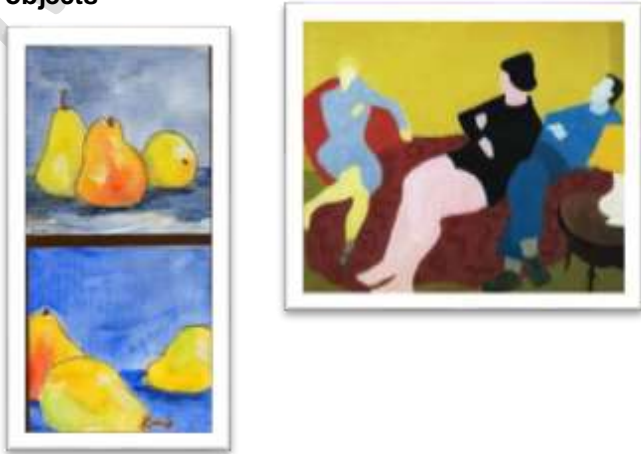
PERFORMING ARTS Grade 4 : Term 4	
<ul style="list-style-type: none"> Group discussion: unique qualities of prominent South African instruments. Teachers plays DVD's and CD's to identify prominent South African instruments. Learners listen to and identify prominent South African instruments to explore unique qualities of instruments. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p>	<ul style="list-style-type: none"> Learners perform creative drama games: develop focus and visualisation e.g. 'throw' an imaginary ball concentrate on size, shape and weight
<p>Content : Perform and reflect</p> <ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. Assume both leader and follower roles willingly in dramatic activities. Convey feelings and ideas through facial expression and gesture. Express and describe feelings in response to a drama, story or event. 	<ul style="list-style-type: none"> Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. Identify different aspects of pulse by clapping and moving. Listen and move creatively to music, stories, songs and sounds. Sing songs found in the immediate environment. Sing songs and make music to express a variety of ideas, feelings and moods.



PERFORMING ARTS Grade 4 : Term 4	
<ul style="list-style-type: none"> • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<ul style="list-style-type: none"> • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Use puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings. • Make use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Make masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials. • Make masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.
Activities, techniques, notes, etc.	Grade 4 : First Year
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise techniques used in role play. • Learners do role play in pairs depicting a story about one learner having a problem and another learner giving a solution. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Group discussion: revise sound pictures and body percussion. • Learners create sound pictures: learners use instruments (body percussion, self-made, found, traditional) to create an appropriate 	<ul style="list-style-type: none"> • Group discussion: learners decide on the theme of the puppet show. • Group discussion: learners choose relevant songs related to the theme of the puppet show. • Learners perform songs to improve in-tune singing, related to the theme of the puppet show. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> • Group discussion: learners discuss and decide on theme, storyline, characters, music and all other elements of the puppet show. • Learners combine all the different elements of the puppet show that was practiced during the term, to perform the puppet show.

PERFORMING ARTS Grade 4 : Term 4	
<p>soundtrack for the puppet show. The sound picture could depict a storm, a train coming, or could be rhythms that are associated with each character.</p> <p>Week 6: Local environmental health. Problems and common diseases.</p>	
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners mime a scene where one learner has a problem and asks for help while the other learner gives a solution to the problem. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Learners discuss environmental responsibility. Group discussion: learners choose a story, song or poem to build a drama about environmental responsibility. Learners build a drama about environmental responsibility. Learners use a new story or use a story that is appropriate to dramatise a song or poem about the environment that can be used in the drama about the environment. 	<p>Week 6: Local environmental health. Problems and common diseases.</p> <ul style="list-style-type: none"> Group discussion: revise body percussion and percussion instruments. Group discussion: revise environmental responsibility. Learners use body percussion and self-made instruments to do the music and sound of the drama about environmental responsibility that is going to be performed at the end of the term. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Group discussion: Learners discuss and decide on a theme, storyline, characters, music and all other elements needed to perform a drama. Learners perform a short drama on an environmental problem. Learners use and apply all the elements that was practiced during the term during the performance.

VISUAL ARTS GRADE 4 Term 4			
Wk	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc.
1	VISUAL ART Development of self in the society. Me and my disability Visual literacy	Grade 4 : First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 4 : First year <ul style="list-style-type: none"> • Teacher commence the lesson by providing visual stimulus to learners. • Learners observe photographs and pictures related to the natural world. • Learners explore colours, shapes and textures that can be observed in nature. • Teacher analyses and discusses paintings of scenes of nature, e.g. how the artist depicts the wind that blow, dark stormy clouds, sunshine on a raindrop, etc.
		Grade 4 : Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 4 : Second Year <ul style="list-style-type: none"> • Teacher commences the lesson by providing visual stimulus to learners. • Learners observe photographs and pictures related to the composition of two or more persons or objects. • Learners discuss and observe all art elements in the photographs and pictures. • Learners discuss and observe design principles in the photographs and pictures.


VISUAL ARTS GRADE 4 Term 4			
		<ul style="list-style-type: none"> • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners name and use contrast, proportion, emphasis and balance. • Teacher asks questions to deepen and extend observation of elements and design principles.
2	Receiving and giving feedback VISUAL ARTS Create in 2D	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <p>Grade 4 : Second Year</p>	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Group discussion: revise and discuss examples of scenes of the natural world. • Group discussion: revise the use of colours, textures and contrasts in images. • Learners draw or paint pictures of scenes of the natural world. <p>Examples of pictures of scenes of the natural world</p>  <p>Grade 4 : Second Year</p>

VISUAL ARTS GRADE 4 Term 4			
		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: techniques used when drawing or painting a composition. • Teacher demonstrates how to draw with oil pastels. • Learners draw or paint pictures that depicts a composition of more than two people or objects. Learners use Oil pastels when drawing. <p>Examples of pictures that depicts composition of two objects</p> 
3-4	VISUAL ARTS Development of the self Asking for help and problem solving	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	Grade 4 : First Year <ul style="list-style-type: none"> • Group discussion: revise different recycled materials and natural materials. • Teacher shows DVD's, CD's and photographs with examples of different kites made with recycled materials or natural materials.




VISUAL ARTS GRADE 4 Term 4			
	Create in 3-D	<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Demonstration by teacher: how to make a kite from recycled or natural materials. • Learners create a kite using recycled materials and natural materials. <p>Examples of kites made with recycled or natural materials:</p> <div>   </div>
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise natural materials. • Teacher shows DVD's CD's and photographs of dream catchers made with natural materials. • Demonstration by teacher: how to make a dream catcher.

VISUAL ARTS GRADE 4 Term 4			
		<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners create a dream catcher using only natural materials. <div data-bbox="1268 380 1451 613" data-label="Image"> </div> <div data-bbox="1472 375 1650 634" data-label="Text"> <p>Examples of dream catchers using only natural materials:</p> </div> <div data-bbox="1692 241 1957 740" data-label="Image"> </div>
7	Social responsibility Gender stereotyping. Sexism and abuse VISUAL ARTS	Grade 4 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 4 : First Year <ul style="list-style-type: none"> • Group discussion: what is kitchen art. • Teacher shows DVD's, CD's and photographs with examples of kitchen art. • Demonstration by teacher: how to paint or draw a kitchen art poster with a food theme. • Learners create a kitchen art poster with a food theme.


VISUAL ARTS GRADE 4 Term 4

	Create in 2D	<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of kitchen art posters with a food theme</p> 
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise what is kitchen art. • Teacher shows DVD's, CD's and photographs with examples of kitchen art. • Demonstration by teacher: how to paint or draw a kitchen art poster consisting of kitchen utensils. • Learners create a kitchen art poster consisting of food utensils. <p>Example of a kitchen art poster consisting of food utensils</p>

VISUAL ARTS GRADE 4 Term 4

		<ul style="list-style-type: none"> • Show spontaneity and a creative attitude in art activities. 	 
8	<p>World at work</p> <p>The rules of the workplace: Good attitudes to have at work</p> <p>VISUAL ARTS</p> <p>Create in 3-D</p>	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 4 : First Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycled materials. • Teacher shows DVD's, CD's and photographs of craft articles using recycled materials to store office utensils. • Demonstration by teacher: how to make craft articles to store office utensils using recycled materials. 

VISUAL ARTS GRADE 4 Term 4

		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners use recycled material to make craft articles to store office utensils or stationary <p>Examples of craft articles using recycled material</p> 
		<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. 	<p>Grade 4 : Second Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, CD's and photographs of craft articles using mason jars or flower pots to store office utensils. • Demonstration by teacher: how to make craft articles to store office utensils using mason jars or flower pots. • Learners use mason jars or flowerpots to help with storage of office utensils and stationary.

VISUAL ARTS GRADE 4 Term 4

- **Show** spontaneity and a creative attitude in art activities.

Examples of mason jars and flower pots used for storage of office utensils and stationary



FORMAL ASSESSMENT TASK: GRADE 4

GRADE 4 : TERM 1-4

- During each of the four terms, the teacher chooses
 - Two Performing Arts activity (first year) and
 - Two Performing Arts activity (second year)and report on 2 assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two assessment goals in each during each term.
- The assessment goals are similar for Grade 4 , first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

PERFORMING ARTS

Warm up and play

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Apply** safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.
- **Perform** simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Sing** and **hum** to warm up the voice
- **Follow** a warm up ritual to accompany physical warm up using action songs.

- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs
- **Build** own movement vocabulary using:
 - Loco motor movements such as walk, run leap and gallop;
 - Non-loco motor movements such as reach, bend, rise.
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-loco motor movements: reach, bend, rise, twist and turn.

Improvise and create

- **Echo** a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together
- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Demonstrate** concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- **Recognise** crotchet and minim note values and rests in a short melody.
- **Compose** and **present** a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
- **Recognise** time signatures such as four-four and three-four.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Respond** through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.
- **Use** skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.

- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Convey** feelings and ideas through facial expression and gesture.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Play** at being characters and objects in stories based on local events or told by the teacher.
- **Explore** movement characteristics of animals, people, machines and nature.
- **Use** cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.
- **Work** creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.
- **Think** about and **show** how people and animals move.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Demonstrate** partner skills such as copying, leading, following and mirroring in movement.
- **Work** co-operatively with partners, improvising and composing dance sequences.
- **Work** with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.

Perform and reflect

- **Express** and **describe** feelings in response to a drama, story or event.
- **Differentiate** between different characters in a story and their point of view.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.

- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.
- **Display** observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms.
- **Focus** on music from a variety of South African forms:
 - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
 - plays simple rhythmic patterns on a drum or equivalent;
 - explores and uses drum hand techniques such as base slap, open slap, muffle.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Collaborate** in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.

- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Create in 3D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.

- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore&experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

1.10. Grade 5 : Term 1

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 5 : Term 1	
Content : Warm up and play	
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. 	<ul style="list-style-type: none"> • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. 	<ul style="list-style-type: none"> Sing vowels, rhymes and tongue twisters to warm up the voice.
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Learners do active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet). Learners practice travel (consider direction, weight, levels) and freeze: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 or 4/4), or free. <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names). <p>Drama games: Definition</p> <p>Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end plenary. They are a platform for further development and are never meant to be the whole session on their own.</p>	<p>Week 3 (continue)</p> <ul style="list-style-type: none"> Listening Games. The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help. Plot games can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings. <p>Trust games are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group.</p> <p>Voice games. The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression</p> <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Teacher demonstrates different action songs.

PERFORMING ARTS Grade 5 : Term 1	Content : Warm up and play
<p>Different drama games</p> <ul style="list-style-type: none"> • Character games are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character. • Concentration games have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task. • Energy Games. The energy of your class is really important and as the conductor of those dynamics you will need tools to help you to do this. Energy games are just the thing you need to help a group gain momentum, exaggerate and gain physical awareness. • Getting to know the group games. For a group to work successfully together in Drama they need to feel comfortable in each others company and trust each other. Relationships are very important within a positive and successful learning environment. • Group cohesion games. When a group cohesion is strong you can achieve amazing things in the classroom. • Improvisation games will help you develop an instinctive response, spontaneity and the confidence you need to build when improvising. When the class is confident it can be an excellent tool 	<ul style="list-style-type: none"> • Learners do voice warm up exercises, use humming. • Learners do action songs to accompany physical warm ups. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform creativity games (e.g. using props and turn it into something else). <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform concentration and listening games. <p>Week 9: World of work. Decision Making</p> <ul style="list-style-type: none"> • Learners do active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet). • Learners practice travel (consider direction, weight, levels) and freeze: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 or 4/4), or free

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<p>to develop acting skills and can help generate creative material.</p> <p>Be careful though, not everyone enjoys having to give instant responses and you will need to think of how you can support this.</p>	
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Learners do physical warm up for co-ordination and control (include spinal warm up, body part isolations, arm swings, etc.) <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform rhythm games: use body percussion and movement. <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: revise breathing awareness exercises. Learners do vocal warm up exercises (include breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc). 	<p>Week 7: Social responsibility.</p> <ul style="list-style-type: none"> Democracy and Citizenship. Group discussion: revise warm up songs. Learners sing warm up songs (including South African songs in unison, in canon and/or with actions). <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform concentration and focus games, using travelling and freezing, to music. <p>Week 9: World of work. Decision Making</p> <ul style="list-style-type: none"> Physical warm up for co-ordination and control (include spinal warm up, body part isolations, arm swings, etc.)
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <p>Learners warm up and cool down:</p>	<p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise warm up songs.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> Learners do physical warm ups for co-ordination and control (include spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences). Learners do cool down exercises (include stretches and flowing movements). <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise body percussion. Learners perform body percussion games (include in unison, in canon, in two parts, and/or call and response). <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: revise breath control exercises. Learners do vocal warm up exercises: (include breath control exercises, resonance, tonal qualities in speech/song). 	<ul style="list-style-type: none"> Learners sing warm up songs (including traditional songs in unison, canon, in two-part harmony and/or call and response). <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform concentration and focus games (using freezing/travelling, and sensory awareness). <p>Week 9: World of work. Decision Making</p> <ul style="list-style-type: none"> Learners do physical warm ups for co-ordination and control (include spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences) Learners cool down (include stretches and flowing movements).
Grade 5 :	Content : Improvise and create
<ul style="list-style-type: none"> Listen and move creatively to music, stories, songs and sounds. Sing tunes rhythmically and at varying tempo and loudness. Differentiate between high and low, long and short, loud and soft sounds. 	<ul style="list-style-type: none"> Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<ul style="list-style-type: none"> • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. • Express own personal sense of identity and uniqueness in any art form. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Identify different aspects of pulse by clapping and moving.
Grade 5 : First Year	Activities, techniques, notes, etc.
Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.	Week 3 (continue)

PERFORMING ARTS**Grade 5 : Term 1****Content : Warm up and play**

- Group discussion: revise rhythm patterns.
- Learners perform short rhythm patterns (crotchets, crotchet rests, minims and minim rests) use body percussion and/or percussion instruments.
- Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments.

Definition of rhythm pattern:

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

Two-beat meter:	STRONG-weak
Three-beat meter:	STRONG-weak-weak
Four-beat meter:	STRONG-weak-weak-weak

Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.

Uneven Rhythm:

Skip - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long - short. Long (the step) and short (the hop).

Gallop - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long -short. Long (the step) and short (the landing).

Slide - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).

Non Locomotor - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.

Swing - a pendular motion of a body part that can move forward and backward or side to side.

Twist - a partial rotation of body parts around an axis

Turn - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns

Shake - a short quick vibrating movement in a body part or the whole body.

Bend - a flex of a body part at a joint

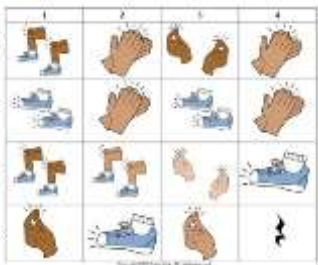
PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements. Learners do locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) , with and without imagery. <p>Locomotor Movements - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p>Even Rhythm:</p> <p>Walk - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.</p> <p>Run - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.</p> <p>Jump - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.</p> <p>Hop - The hop requires a push-off from one foot and landing on the same foot.</p> <p>Leap - A leap is performed by pushing off from one foot and landing</p>	<p>Stretch - extending a body part or the whole body</p> <p>Wiggle - a small or big, fast or slow curvy movement of a body part or the whole body.</p> <p>Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway.</p> <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: revise rhythms patterns, locomotor movements and body percussion. Learners perform rhythm patterns, combine locomotor movements with sound (voice/body percussion), to walk, run, and skip note values <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise rhythm patterns. Learners perform short rhythm patterns (crotchets, crotchet rests, minims and minim rests) use body percussion and/or percussion instruments. <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements. Learners do locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn,

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
on the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.	bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) , with and without imagery.
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Group discussion: revise rhythm patterns. Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments. Learners recognise rhythm patterns of different note values in a song that is played. <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements. <p>Learners do locomotor and non-locomotor movement sequences: explore elements of time (tempo, beats, meter), individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)</p> <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p>	<ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners perform mimed actions: use the five senses (see, hear, taste, touch, smell) to demonstrate situations that can contribute to substance abuse. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise rhythm patterns. Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments. <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise locomotor and non-locomotor movements. Learners do locomotor and non-locomotor movement sequences: explore elements of time (tempo, beats, meter), individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull).

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Group discussion: revise music phrases, dynamics, tempo, articulation, pitch and rhythm. Learners perform music phrases with voice and/or other instruments while they explore the dynamics, tempo, articulation, pitch and rhythm. Learners recognise and discuss music phrases in a song that is played. <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise sound pictures. Teacher plays DVD's and CD's and show pictures of instruments while discussing the different instruments and dynamics. Learners perform sound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Group discussion: revise mime techniques. 	<ul style="list-style-type: none"> Group discussion: revise sound pictures. Learners perform movement sequences inspired by sound pictures to express a mood or idea Learners perform expressive movement and mime in response to cues from teacher, focus on all body parts, include showing emotions, characters and actions of a person suffering from substance abuse. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise music phrases, dynamics, tempo, articulation, pitch and rhythm. Learners perform music phrases with voice and/or instruments: explore dynamics, tempo, articulation, pitch and rhythm. <p>Week 8: World of work. Workplace Rules and Processes.</p> <ul style="list-style-type: none"> Group discussion: revise sound pictures. Group discussion: revise instruments of different tone, colour, pitch and dynamics. Learners perform sound pictures: use instruments of different tone colour, pitch and dynamics to express a mood or idea.
Grade 5 :	Content : Perform and reflect

PERFORMING ARTS Grade 5 : Term 1		Content : Warm up and play
<ul style="list-style-type: none">• Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.• Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.• Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.• Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.• Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.• Convey feelings and ideas through facial expression and gesture.• Express and describe feelings in response to a drama, story or event.• Use the voice, gesture and body shape to express feelings and thoughts.• Use the voice and body imaginatively in drama exercises and games.• Explore the use of expressive mime to convey ideas and feelings.• Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.	<ul style="list-style-type: none">• Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.• Differentiate between high and low, long and short, loud and soft sounds.• Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).• Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments.• Focus on music from a variety of South African forms.• Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.• Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion.• Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound:<ul style="list-style-type: none">▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides;	




PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Use the voice and body imaginatively in drama exercises and games • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. 	<ul style="list-style-type: none"> ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone; ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones; ▪ trumpets made of animal horns and wood. • Participate in musical call and response games and activities. • Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. • Listen and move creatively to music, stories, songs and sounds. • Sing songs found in the immediate environment. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Express own personal sense of identity and uniqueness in any art form. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Recognise the letter names of notes on lines and in spaces on a treble staff and their difference in pitch. • Recognise crotchet, minim and quaver note values and rests in a short melody.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Assume both leader and follower roles willingly in dramatic activities. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. 	<ul style="list-style-type: none"> • Sing tunes rhythmically and at varying tempo and loudness.
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythms. • Learners perform rhythms (crotchets, minims, crotchet rests, minim rests) use body percussion and/or percussion instruments, songs, in unison, in tune and in time to accompaniment of the group. • Group discussion: revise mime techniques. • Learner mime a positive coping mechanism in a difficult situation with a friend. <p><i>Mime exercises help further develop oral expression and self-esteem. By using attentiveness, students further develop their observational skills through focus and detail.</i></p>  <p>Definition of Body percussion:</p>	<p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> • Group discussion: revise percussive musical instruments. • Teacher plays DVD's and CD's and show pictures of instruments while discussing expressive qualities of percussive musical instruments. • Learners identify expressive qualities of percussive musical instruments in an African music piece. • Learners 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). <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> • Group discussion: different cultural songs in South Africa. • Group discussion: differences between cultural groups.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<p>Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps a student internalise rhythmic skills.</p> <p>Example of body percussion:</p>	<ul style="list-style-type: none"> Learners sing cultural songs to show the difference between different cultural groups. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: what is animation? Teacher discuss national leaders. Learners use animation (bring to life) of objects (props, puppets) to portray a character or tell a simple story about a national leader.
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform movement sequences: explore contrasts include contrasts in time (slow/quick), levels (high/medium/low), direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light). Group discussion: revise mime techniques. Learners role play a positive coping mechanism when having a difficult situation with a friend. <p>Definitions:</p>	<p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise expressions of different moods. Teacher plays CD's with Western and African music while discussion expressions of different moods. Learners identify expressions of different moods both visually and aurally. Use selected examples of Western or African music. <p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: clothing, songs and dances of other cultures. Teacher shows DVD's, pictures and photographs of other cultures and discusses the clothes, songs and dances of other cultures.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> • Movement Idea: A created movement that results from a thought or other motivation. • Movement Patterns: Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern. • Movement Phrase: A sequence of dance movements making up part of a choreographic pattern. A dance phrase. • Movement Sentence: a Combination of movements such as run-stop-turn-reach-drop, to demonstrate a certain emotion or idea as part of a dance phrase. • Movement Sequence: Movements linked together to form a series much like words linked together to form sentences, paragraphs and essays. • Imagery: the use of words, pictures or gestures to describe ideas or actions in poems, books or dramas. <p>Imagery: uses the voice, gesture and body shape to illustrate certain images in dramas. Imaginative use of simple props as stimulus material show ho the same object can represent different things and different moods. Imagery can also be used to express feelings and thoughts.</p>	<ul style="list-style-type: none"> • Group discussion: learners decide which culture they are going to display. <p>Learners dress up in clothes from other cultures, and perform songs and dances from these cultures.</p> <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> • Group discussion: revise notation of rhythms. • Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests • Learners perform musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns <p>Learners create a song to sing on a National Day for example Freedom day or Women's day.</p>
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Develop-ment of Self in Society. Positive Self Concept Formation.</p> <ul style="list-style-type: none"> • Group discussion: revise drama techniques. • Teacher read an African folktale or traditional story. 	<ul style="list-style-type: none"> • Learners perform role play in pairs showing how to apply for a grant. Learner can use all the role players for example the social worker, medical nurse and officials from the department.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> Learners perform an African folktale or traditional story. Learners read and interpret an appropriate story, then improvise and develop a short drama for presentation. Learners consider: - clear plot and credible characters - highlighting key moments - using space and narrative devices effectively. <p>Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> Group discussion: revise different types of drama in South Africa. Learners identify different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime) Group discussion: revise mime techniques. 	<p>Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> Group discussion: different national days in South Africa for example Freedom day, Youth day etc. Learners perform in a concert doing dances and songs as part of the festivities of a national day for example Freedom day. <p>Week 7: Social responsibility. Democracy and Citizenship.</p> <ul style="list-style-type: none"> Group discussion: revise C major scale. Learners perform C Major scale and simple melodies in C Major. Learners use the C major scale and create own melody that can be sung in canon to support democracy

VISUAL ARTS Grade 5 TERM 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
2	Development of Self in Society Sexuality, Relationships and Friendships: VISUAL ARTS Create in 3-D	Grade 5 : First Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activities. Grade 5 : Second Year	Grade 5 : First Year <ul style="list-style-type: none"> Group discussion: revise working with earthenware clay. Demonstration by teacher: how to work with earthenware clay. Teacher show DVD's and photos with examples of friendship jewelry. Learners create a friendship necklace or bracelet using earthenware clay. Examples of friendship jewelry made with earthenware clay. <div style="display: flex; flex-direction: column; align-items: center;">    </div> Grade 5 : Second Year

VISUAL ARTS Grade 5 TERM 1

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Grade 5 : Third Year


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

- Group discussion: revise working with earthenware clay.
- Demonstration by teacher: how to work with earthenware clay.
- Teacher show DVD's and photos with examples of masks showing emotions..
- Learners make a mask of the human face using earthenware clay showing emotions.







Grade 5 : Third Year

- Group discussion: revise working with earthenware clay.
- Demonstration by teacher: how to work with earthenware clay.

VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher show DVD's and photos with examples of friendship walls. • Learners create a friendship wall with friends to show how friends that work together will strengthen a relationship. <p>Example of a friendship wall</p> 
3	VISUAL ARTS Health, Social and Environmental Responsibility How to do your own budget,	Grade 5 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 5 : First Year <ul style="list-style-type: none"> • Group discussion: different strategies and variety of media techniques that can be used to make a poster of mural to advertise. • Teacher shows DVD's, photographs and pictures to show examples of posters and murals advertising a market day.

VISUAL ARTS Grade 5 TERM 1

	<p>income and expenditure.</p> <p>Create in 2-D</p>	<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. <p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<ul style="list-style-type: none"> • Learners design a poster or paint a mural to advertise a market day, exploring a variety of media and techniques. <p>Example of a poster advertising a market day.</p>  <p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: different designs for menu's. • Teacher shows DVD's, photographs and pictures to show examples of different menu's. • Learners design a menu for a coffee shop or restaurant at the market day. 
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VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: different designs for flyers. • Teacher shows DVD's, photographs and pictures to show examples of designs for flyers. • Learners design a flyer to invite people to a market day. <p>Examples of a flyer inviting people to a market day</p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
6		Grade 5 : First Year	Grade 5 : First Year


VISUAL ARTS Grade 5 TERM 1			
<div>Social responsibility</div> <div>Constitutional rights and Responsibility</div> <div>(Democracy and Human Rights)</div> <div>Diversity, Life events and social interactions.</div> <div>VISUAL ARTS</div> <div>Visual Literacy</div>	<div><ul style="list-style-type: none">• Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.• Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.• Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.• Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</div>	<div><ul style="list-style-type: none">• Learners observe photographs and objects related to objects they could create to be sold at the Market Day.• Learners observe photographs or objects related to advertising the market day for example murals painted or posters made for the market day.</div>	
	<div>Grade 5 : Second Year</div> <div><ul style="list-style-type: none">• Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.• Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.• Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</div>	<div>Grade 5 : Second Year</div> <div><ul style="list-style-type: none">• Learners observe and discuss visual stimuli in photographs and real objects to identify and name all art elements related to clay images and products that can be sold at a market day.• Learners observe photographs and objects related to different menu's that can be used in coffee shops or restaurants.</div>	

VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name colour and balance in images or products that can be sold at a market day. • Learners observe photographs and real objects related to invitations to attend a market day.
	Create in 3-D	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Teacher shows DVD's, pictures and photographs to show different craft articles. • Group discussion: revise techniques used to create a specific craft object. • Learners create any craft object that could be sold at a market day. The craft object could range from


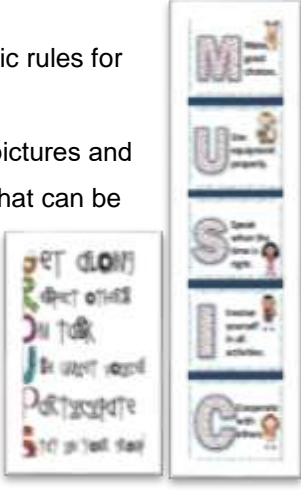
VISUAL ARTS Grade 5 TERM 1

	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>a beaded necklace, bracelet to a basket or any other craft object that will be a best seller.</p> <ul style="list-style-type: none"> • The beads could be rolled with paper or clay beads can be created. <p>Examples of craft objects:</p> <div data-bbox="1268 467 1493 781" data-label="Image"> </div> <div data-bbox="1587 467 1898 699" data-label="Image"> </div>
	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 : Second Year</p>

VISUAL ARTS Grade 5 TERM 1

	<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: how to decorate craft articles. • Teacher shows DVD's, pictures and photographs of craft articles and discuss the decoration of the article. • Learners decorate mason jars to sell at a market day. • Learners decorate or make articles that can be put into a mason jar for example different sticks <p>Examples of mason jars and painted sticks</p> 
	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: different techniques and material that are used to create and decorate cards. • Teacher shows DVD's, pictures and photographs of decorated cards and discusses different techniques that was used. • Learners create and decorate cards that can be sold at a market day.

VISUAL ARTS Grade 5 TERM 1

		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Examples of decorated cards 
8	VISUAL ARTS World of work Workplace Rules and Processes Create in 2-D	Grade 5 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	Grade 5 : First Year <ul style="list-style-type: none"> • Group discussion: specific rules for a workplace. • Teacher shows DVD's, pictures and photographs of posters that can be used in a workplace. • Learners make a small poster portraying specific rules for a workplace. • Examples of posters with rules that can be used in a workplace 

VISUAL ARTS Grade 5 TERM 1

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Grade 5 : Second Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Grade 5 : Second Year

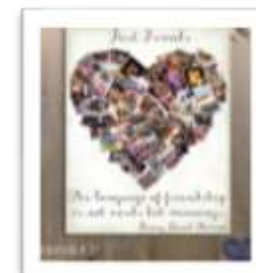
- Group discussion: revise the craft of making a collage.
- Teachers shows DVD's, pictures and photographs of decorated books or files using the craft of collage.




- Learners make a collage of pictures or photos that can decorate the front of a book or a file.



- Learners use different shapes or letters to create the collage.

Examples of collage used for decoration:



VISUAL ARTS Grade 5 TERM 1			
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: techniques that can be used to decorate a deskpad. • Learners make a personalised deskpad. <p>Examples of personalised deskpads</p> 
9	<p>VISUAL ARTS</p> <p>World of work</p> <p>Decision Making</p>	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Group discussion: how to decorate a tin. • Teacher shows DVD's, photographs and pictures of decorated tins.

VISUAL ARTS Grade 5 TERM 1

	<p>Create in 3-D</p>	<ul style="list-style-type: none"> ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners decorate a tin to make a “piggy bank”. <p>Example of a decorated tin “piggy bank”.</p> 
		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: how to make a card holder for a bank card. • Teacher shows DVD's. photographs and pictures of different card holders. • Group discussion: tools and equipment needed to make a card holder. • Learners make a card holder for bank card or ID card. <p>Examples of card holders</p> 

VISUAL ARTS Grade 5 TERM 1

- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.



Grade 5 : Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Grade 5 : Third Year

- Group discussion: how to make or decorate a “box bank” or ‘dream bank”.
- Teacher demonstrates how to make a “ box or dream bank”.
- Teacher shows DVD’s, photographs and pictures of different “box banks”.
- Group discussion: tools and equipment needed to make a ‘box- or dream bank”.
- Learners make or decorate a “box bank” or “dream bank” for saving for a specific goal.

Example of a “dream ba



VISUAL ARTS Grade 5 TERM 1			
10			
Assessment The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			

1.11. Grade 5 : Term 2

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 5 : Term 2	
Content : Warm up and play	
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. 	<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games.

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. 	<ul style="list-style-type: none"> • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games.
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> • Learners do awareness of breathing in relaxation and movement exercises (e.g. simple sequences where each movement is on an 'in' or 'out' breath, to music or drum beat). • Learners do body part isolations in warm up exercises as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.). <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythm games. • Learners perform rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres). <p>Week 5: Health and Social Responsibility. Safety at home.</p>	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform directional games in general space. • Learners perform creative games combining music and movement (e.g. physical movements to describe high/low notes). • Learners perform call and response games (e.g. call and response songs with movements). <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> • Learners warm up the body: learners do awareness of breathing in relaxation and movement (e.g. simple sequences where each movement is on an 'in' or 'out' breath, to music or drum beat). • Learners do body part isolations in warm up exercises as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.).

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> Learners do imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath) and rolling up and down the spine to warm up the voice. Learners do imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath) to warm up the voice. 	
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control(including floor work, body part isolations, knee bends and rises). <p><i>Teacher could use imagery to guide learners through the activity, e.g., 'you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up', etc. During the activity each body part is focused onto develop co-ordination and control.</i></p> <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Learners warm up the voice: sing warm up songs (including South African songs in unison, canon, and call and response). <p>Week 5: Health and Social Responsibility. Safety at home.</p>	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform sensory games responding to aural, oral, visual, tactile and kinesthetic stimuli. Learners perform spatial awareness games (including lunges, arm swings, transfers of weight, etc.). <p>Week 8: World of work. Documentation required.</p> <p>Learners warm up the body</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control(including floor work, body part isolations, knee bends and rises). <p><i>Teacher could use imagery to guide learners through the activity, e.g., 'you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up', etc. During the activity each body part is focused onto develop co-ordination and control.</i></p>

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing awareness exercises, sliding sighs, rolled consonants, using wide range of notes sliding from high to low). 	
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences) . <p>Learners cool down (including stretches and flowing movements).</p> <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Learners warm up the voice: sing warm up songs (including traditional songs in unison, canon, two part harmony, and/or call and response). <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breath control exercises, articulation in tongue twisters, proverbs, etc.). 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform spatial awareness games (including lunges, jumps, arm swings, etc.). <p>Week 8: World of work. Documentation required.</p> <p>Learners warm up the body and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences). Learners do cool down exercises (including stretches and flowing movements).
Grade 5 :	Content : Improvise and create
<ul style="list-style-type: none"> Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. 	<ul style="list-style-type: none"> Identify different aspects of pulse by clapping and moving. Recognise the letter names of notes on lines and in spaces on a treble staff and their difference in pitch.

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> • Express ideas and stories creatively through movement activities that are guided but open-ended. • Explore movement characteristics of animals, people, machines and nature. • Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Use the voice and body imaginatively in drama exercises and games. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. 	<ul style="list-style-type: none"> • Recognise crotchet, minim and quaver note values and rests in a short melody. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound: <ul style="list-style-type: none"> ▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides; ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone;

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. 	<ul style="list-style-type: none"> ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones; ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <ul style="list-style-type: none"> • Group discussion: revise movement sentences and sound pictures. • Learners perform movement responses to sound pictures (considering levels, directions, rhythms and weights of movement). <p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythm patterns. • Learners play follow the leader; teacher claps a rhythmic pattern for the class, the learners answer with their own rhythmic pattern. 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> • Teacher introduce learners to a variety of traditional Western and indigenous instruments ranging from triangles, tambourines, drums, recorders, guitars, cymbals, marimbas, etc. • Learners explore the different sounds that are produced by these instruments. <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythmic patterns and body percussion. • Learners perform rhythmic patterns using body percussion or percussion instruments.

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> Teacher develop this activity by dividing class into pairs, one learner claps a rhythmic pattern and the partner answers with the same pattern and adding his/her own pattern. <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Learners create instruments using found objects (e.g. stones, cans, seeds, pipes, bottles etc.). Learners perform sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms). 	<ul style="list-style-type: none"> Learners clap different rhythms, using percussion instruments (they could use their self-made instruments). <p><i>This activity could develop into call and response songs and games – the teacher divides the class into a calling and response group. Each group learns part of the song. Add a drum to accompany the song (e.g. Shosholoz).</i></p>
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of self in the society. Goal setting.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances. Teacher guides learners in doing jumps, lunges, balancing activities and ways to transfer weight from on body part to another. Learners divide into groups of four to six. They explore different ways to combine the movements they have explored, experimenting with different kinds of lunges, jumps, and ways to balance as well as to transfer the weight from one body part to another. 	<p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Learners perform melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast. <p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise creating own instruments. Learners create their own instruments using found objects, e.g. shakers using empty plastic containers filled with rice, sand, beans, etc.; wind instruments using drinking straws cut in different lengths, etc. <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> Group discussion: revise rhythmic patterns.

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
Week 3-4: Health and Social Responsibility. First Aid. <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances. Learners perform combinations of two or more movements with a partner. 	<ul style="list-style-type: none"> Learners perform melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast.
Grade 5 : Third Year	Activities, techniques, notes, etc.
Week 1: Development of self in the society. Goal setting. <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth. Learners perform movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus. Week 3-4: Health and Social Responsibility. First Aid. <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences, using elements of dance, including time: rhythm and space. 	Week 5: Health and Social Responsibility. Safety at home. <ul style="list-style-type: none"> Group discussion: structure of short musical pieces. Learners study and play short musical pieces, structured in binary form (A B), and ternary form (A B A). Week 7: Social responsibility. Social Benefits and Responsibility. <ul style="list-style-type: none"> Group discussion: revise traditional instruments. Learners use traditional instruments to perform a percussion band song. Week 8: World of work. Documentation required. <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus.
Grade 5 :	Content : Perform and reflect
<ul style="list-style-type: none"> Listen and move creatively to music, stories, songs and sounds. 	<ul style="list-style-type: none"> Begin to see differences between self and the role being played.

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. 	<ul style="list-style-type: none"> • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western



PERFORMING ARTS Grade 5 : Term 2		Content : Warm up and play	
<ul style="list-style-type: none"> • Work co-operatively with partners, improvising and composing dance sequences. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories. • Convey feelings and ideas through facial expression and gesture. • Express and describe feelings in response to a drama, story or event. • Use the voice, gesture and body shape to express feelings and thoughts. • Use the voice and body imaginatively in drama exercises and games. • Explore the use of expressive mime to convey ideas and feelings. • Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape. 		<p>instruments according to strings, woodwinds, brass and percussion.</p> <ul style="list-style-type: none"> • Discuss any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound: <ul style="list-style-type: none"> ▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides; ▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamallaphone; ▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam; ▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;. • Differentiate between high and low, long and short, loud and soft sounds. 	
Grade 5 : First Year		Activities, techniques, notes, etc.	
Week 3-4: Health and Social Responsibility. First Aid. <ul style="list-style-type: none"> • Group discussion: how to create a song. • Demonstration by teacher : creating a song. • Group discussion: learners discuss the meaning of Earth day. • Learners create their own song about Earth day to demonstrate difference in pitch and note values, using voice and found and natural instruments. 		Week 7: Social responsibility. Social Benefits and Responsibility. <ul style="list-style-type: none"> • Teacher plays African music and discuss the expressive qualities of the instruments used in the piece. • Learners identify the expressive qualities of melodic musical instruments in an African music piece. 	

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> Some learners can sing the song and other learners can do a dance on the song simultaneously. <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners mime a situation where a fire is started in the house and the family must try and save the house as well as themselves. 	<ul style="list-style-type: none"> Learners classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low). <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> Group discussion revise pitch and note values. Learners create melodies to demonstrate difference in pitch and note values, using voice and found and natural instruments, in range of 5th (doh to soh).
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> Group discussion: different cultural dances in South Africa. Group discussion: specific features of each cultural song. Learners experiment with different dances like Hip Hop, Pantsula, Langarm, Toyi-Toyi, Maypole, exploring different cultural contexts. During the dance teacher makes the learners aware of key words such as parallel, symmetry and distance. <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> Group discussion: revise role play techniques. Learners role play a situation where some family member in the home drank something that is dangerous. Show how everybody must work together and what each person have to do to save the family member. 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> Teacher plays selected pieces of music and discusses different genres. Group discussion: revise elements of music in different genres. Learners listen to two selected pieces of music/songs representing different genres (such as Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), considering the genre, style, instruments, and elements of music in each. <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners perform a mime sequence using sensory detail and emotional expression, and showing weight, size and shape.
Grade 5 : Third Year	Activities, techniques, notes, etc.



PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<p>Week 3-4: Health and Social Responsibility. First Aid.</p> <ul style="list-style-type: none"> • Group discussion: revise rhythmic drum patterns. • Teacher select a piece of music and a cultural dance that the learners will find interesting. • Learners base some of the warm up and play exercises on the steps that will be used in the dance sequence. • Learners create movement sequences that are based on the dance that will be performed. • Teacher allow learners to work in groups or pairs when they rehearse for the presentation – remind learners of eye contact and focus. <p>The rhythmic patterns on the drum need to be explored by all learners</p> <p>Week 5: Health and Social Responsibility. Safety at home.</p> <ul style="list-style-type: none"> • Group discussion: revise different drama techniques. • Learners create a drama with different family members having a medical problem at home. Include safety rules and measures that must be taken in the house. 	<p>Week 7: Social responsibility. Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> • Teacher discusses different dance types in South Africa. • Group discussion: unique characteristics of different dance types in South Africa. • Learners observe and discuss two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance). <p>Week 8: World of work. Documentation required.</p> <ul style="list-style-type: none"> • Group discussion: revise cultural dances. • Teacher shows a DVD and discusses different cultural dances portrayed on the DVD. • Learners select a cultural dance; observe and discuss the steps and styles of the dance in a recorded or live performance. • Learners rehearse a cultural dance for presentation


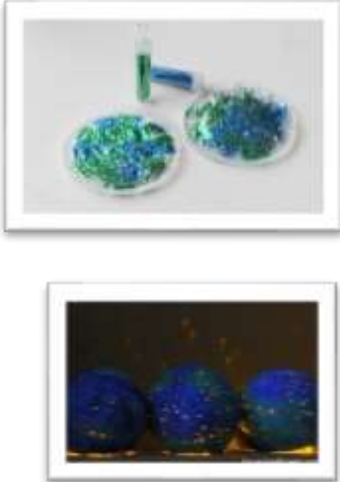
VISUAL ARTS GRADE 5 Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Development of self in the society Goal setting Visual literacy	Grade 5 : First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 5 : First Year <ul style="list-style-type: none"> • Learners find examples of artistic lettering and or pattern-making to show different art elements. • Learners observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making.
		Grade 5 : Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 5 : Second Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs and real objects to identify and name all art elements related to indigenous African patterns and African body adornment. • Learners observe photographs/ pictures/videos of a variety of art works such as murals depicting

VISUAL ARTS GRADE 5 Term 2			
		<ul style="list-style-type: none"> • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	different patterns, as well as images of African body adornment.
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Learners observe photographs/pictures/video's of a variety of art works depicting different fonts and designs of letters on gift wrapping paper or cards. • Learners observe photographs/pictures/video's of a variety of art works depicting reli�f mandalas.
2	<p>Development of self in society</p> <p>Future options</p>	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Group discussion: how to use letters of the alphabet for decoration or craft articles.


VISUAL ARTS GRADE 5 Term 2			
	VISUAL LITERACY Create in 2-D	<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Teacher shows DVD's, photos and pictures of different craft articles made with letters of the alphabet. • Learners use one letter of the alphabet and create a door hanger or fun poster. <p>Examples of craft objects using the letters of the alphabet</p> 
		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise the craft of collage. • Teacher shows DVD's, photos and pictures of craft articles decorated with collage and using different letters of the alphabet. • Learners make a craft article and decorate it with collage using different letters and mediums. 


VISUAL ARTS GRADE 5 Term 2

		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of craft articles using letters of the alphabet</p> 
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: what is a relief mandala. • Teacher shows DVD's, photos and pictures of relief mandalas. • Group discussion: how to make a relief mandala. • Learners design or colour a relief mandala. <p>Mandala is a graphic and often symbolic pattern, usually in the form of a circle divided into four separate section or bearing a multiple projection of an image. Patterns of mandalas are available in art shops as well as in colouring books.</p> 


VISUAL ARTS GRADE 5 Term 2			
3-4		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of relief mandalas above</p> 
	<p>VISUAL ARTS</p> <p>Health and Social Responsibility</p> <p>First Aid</p> <p>Create in 3-D</p>	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Group discussion: revise Earth day activities and meaning of Earth day. • Group discussion: how to make a craft article using the craft of paper- maché. • Demonstration by teacher – how to make a suncatcher. • Demonstration by teacher – how to make a paper-maché light up globe. • Group discussion: tools and equipment needed when making the craft article. • Learners make an Earth day suncatcher or a paper-maché light up globe. <p>Examples of Earth day craft articles</p> 

VISUAL ARTS GRADE 5 Term 2



		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise Earth day activities and meaning of Earth day. • Group discussion: how to make a bird feeder using recycled materials. • Demonstration by teacher – how to make a birdfeeder. • Group discussion: tools and equipment needed when making the craft article. • Learners make a bird feeder using recycled materials. 
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise Earth day activities and meaning of Earth day. • Group discussion: what is a terrarium.



VISUAL ARTS GRADE 5 Term 2			
		<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Demonstration by teacher – how to make a terrarium in a bottle. • Group discussion: tools and equipment needed when making the craft article. • Learners make a terrarium in a bottle 
6	Social responsibility Human rights VISUAL ARTS Create in 2-D	Grade 5 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	Grade 5 : First Year <ul style="list-style-type: none"> • Group discussion: revise Beading techniques. • Demonstration by teacher – how to do beading of a bottle.

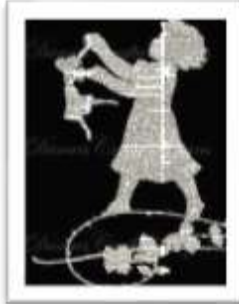


VISUAL ARTS GRADE 5 Term 2

		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: tools and equipment needed when beading a bottle with the colour of the South African flag. • Learners bead a bottle using the colours of the South African flag. <p>Example of a beaded bottle</p> 
		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise Beading techniques. • Demonstration by teacher – how to do beading of a tin cup. • Group discussion: tools and equipment needed when beading a tin cup with the colour of the South African flag. • Learners bead a tin cup using the colours of the South African flag.

VISUAL ARTS GRADE 5 Term 2

		<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Example of a beaded tin cup</p> 
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise Beading techniques. • Demonstration by teacher – how to do beading of a musical instrument for example a vuvusela. • Group discussion: tools and equipment needed when beading a musical instrument with the colour of the South African flag. • Learners bead a musical instrument using the colours of the South African flag. <p>Example of a beaded Vuvusela</p> 

VISUAL ARTS GRADE 5 Term 2			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	
9	World of work Safety signs and PPE VISUAL ARTS Create in 2-D	Grade 5 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 5 : First Year <ul style="list-style-type: none"> • Group discussion: revise recycling and recycled materials. • Demonstration by teacher – how to make a craft article using recycled materials. • Group discussion: tools and equipment needed when making a craft article with recycled materials. • Learners make a craft article using recycled bottle caps. <p>Example of pictures using bottle caps (above)</p> <div>   </div>
		Grade 5 : Second Year	Grade 5 : Second Year

VISUAL ARTS GRADE 5 Term 2			
		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: revise recycling and recycled materials. • Demonstration by teacher – how to make a craft article using recycled materials. • Group discussion: tools and equipment needed when making a craft article with recycled materials. • Learners make a craft article using recycled newspapers.   <p>Example of pictures with recycled newspapers</p> 
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise recycling and recycled materials. • Demonstration by teacher – how to make a craft article using recycled materials.

VISUAL ARTS GRADE 5 Term 2

- line, tone, texture, spatial arrangement, contrast, composition;
- mixing of primary and secondary colours.
- Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Group discussion: tools and equipment needed when making a craft article with recycled materials.
- Learners make a craft article using recycled glass.

Examples of craft articles using recycled glass



Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

1.12. Grade 5 : Term 3

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 5 : Term 3	
Content : Warm up and play	
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<ul style="list-style-type: none"> • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games

PERFORMING ARTS	
Grade 5 : Term 3	
Content : Warm up and play	
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Learners roll up and down the spine and bend sideways. Learners do floor work including rounding and lengthening the spine and stretching, sitting and lying down. Learners do body part isolations in warm up exercises as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head). <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Learners do voice warm up exercises (e.g. humming, yawning and sighing). Learners perform call and response games (in speaking, singing and movement). Learners do action songs (doing actions related to the specific rhythms of the song). <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: creative drama games. Learners perform concentration and focus games. 	<ul style="list-style-type: none"> Learners perform sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions). <p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Learners do warm up exercises: roll up and down the spine and side bends. Learners do floor work: include rounding and lengthening the spine and stretching, sitting and lying down. Learners do body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head). <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Learners do voice warm up exercises (e.g. humming, yawning and sighing). Learners perform call and response games (in speaking, singing and movement). Learners perform action songs (doing actions related to the specific rhythms of the song).
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p>	<ul style="list-style-type: none"> Learners perform trust games, in pairs and small groups (e.g. sharing body weight, and other)

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> Learners do physical warm up activities for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises). Learners do cool down activities (including stretches and flowing movements). <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing awareness exercises, harmonising of vowels on different notes). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony, and call and response). <p>Week 5: Health and environmental responsibility. HIV and AIDS. Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Learners do breathing and articulation activities. Learners start off with standing in the neutral position, focusing on the correct posture, develop breathing capacity and control by doing breathing activities, proceed to articulation activities focusing on the correct formation of the words. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing awareness exercises, harmonising of vowels on different notes). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony, and call and response).
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Learners do physical warm up activities for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops). Learners do cool down activities (including stretches and flowing movements). 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops). Learners do cool down activities (including stretches and flowing movements).

PERFORMING ARTS Grade 5 : Term 3		Content : Warm up and play	
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including humming on voiced consonants and vowels, resonance). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony and call and response). <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform action and reaction games. 		<p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including humming on voiced consonants and vowels, resonance). Learners sing warm up songs (including South African songs in unison, canon, two-part harmony and call and response). 	
Grade 5 :		Content : Improvise and create	
<ul style="list-style-type: none"> Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. Express ideas and stories creatively through movement activities that are guided but open-ended. Explore movement characteristics of animals, people, machines and nature. Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences. Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. 		<ul style="list-style-type: none"> Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs Explore the shape, weight and feel of words and sounds in creative drama games.Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. Use voice and movement spontaneously when playing creative drama games. Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. 	

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> • Use the voice and body imaginatively in drama exercises and games. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice. • Sing vowels, rhymes and tongue twisters to warm up the voice. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. 	<ul style="list-style-type: none"> • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Begin to see differences between self and the role being played. • Demonstrate ability to take on a role in drama - teacher stimulated. • Work with a partner in role, and switch roles in teacher-directed dramatic play. • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities • Build own movement vocabulary using: <ul style="list-style-type: none"> ○ locomotor movements such as walk, run leap and gallop; ○ Non-locomotor movements such as reach, bend, rise. • Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. • Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.

PERFORMING ARTS Grade 5 : Term 3		Content : Warm up and play	
Grade 5 : First Year		Activities, techniques, notes, etc.	
Week 1: Development of the self. Abilities, interests and potential. <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform movement responses to different types of music. Learners explore how the mood of music can inform the mood of movement, and vice versa. 		<ul style="list-style-type: none"> Learners explore characters, using props as stimulus. (Ask: "Who would use this prop? How would they use it? Why would they use it?") Consider body language, posture and gesture. 	
Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations. <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences. 		Week 7: Social Responsibility. <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences: explore verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences. 	
Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts. <ul style="list-style-type: none"> Group discussion: revise drama techniques. 		Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work. <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform movement responses to different types of music: explore how the mood of music informs the mood of movement, and vice versa. 	
Grade 5 : Second Year		Activities, techniques, notes, etc.	
Week 1: Development of the self. Abilities, interests and potential. <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners perform musical phrases in pairs, using repetition, accent, call and response, and/or echo. 		<ul style="list-style-type: none"> Learners perform pair role-plays, using appropriate language, movement, facial expression and gesture. 	

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> Learners perform movement phrases in pairs using 'question and answer' and 'meeting and parting'. <p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform partner skills such as copying, leading, following and mirroring. <p><i>Learners are divided into pairs. Each learner works with a partner and imitates the movement made by the other, or mirrors the movements made. The focus is on developing concentration and observational skills</i></p> <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise role plays. 	<p><i>Learners remain in their pairs. Each pair is allocated a short dialogue of four lines, depicting a scenario. They are tasked to take on the role of a character and learn the four lines (two lines each). They practise performing the dialogue for a few times and then add their own dialogue to develop the scenario.</i></p> <p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences. Learners balance in different ways on one leg, alone and with a partner. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise movement phrases and musical phrases. Learners perform musical phrases, in pairs, using repetition, accent, call and response, and/or echo. Learners perform movement phrases in pairs using 'question and answer' and 'meeting and parting'.
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Abilities, interests and potential.</p> <ul style="list-style-type: none"> Group discussion: conflict situations. Learners perform short dialogues and explore conflict within a specific context (Who? What? Where? When?) in the dialogue. Learners perform music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately. 	<p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise movement sentences and locomotor movements.

PERFORMING ARTS Grade 5 : Term 3		Content : Warm up and play	
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: cultural traditions of the learners. Teacher chooses a cultural tradition that the learners can relate to. Learners create a short drama about the cultural tradition. Teacher allows the learners to decide which song are going to be performed in the short drama. Learners use the cultural tradition as a context to explore action and reaction games. Learners use the cultural tradition to explore short dialogues that can be used in the drama. 		<ul style="list-style-type: none"> Learners perform movement sequences exploring conflict and using a combination of loco motor and non-loco motor movements. Learners sing a song about the conflict situation so that it becomes an echo. I am angry ; about what-what? I want to fight –fight; where-where? When-when; now-now. <p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise rhythmic patterns. Learners perform rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise different drama techniques. Learners perform short dialogues: explore conflict within a specific context (Who? What? Where? When?). Learners perform music phrases: explore conflict, using voice, found or made instruments, rhythm and melody appropriately. 	
Grade 5 :		Content : Perform and reflect	
<ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. 		<ul style="list-style-type: none"> Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. Sing songs and make music to express a variety of ideas, feelings and moods. 	

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> • Work with others when exploring situations in role. • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. 	<ul style="list-style-type: none"> • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Demonstrate partner skills such as copying, leading, following and mirroring in movement.


PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> Differentiate between high and low, long and short, loud and soft sounds. 	<ul style="list-style-type: none"> Work co-operatively with partners, improvising and composing dance sequences.
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise mime techniques. Learners building a drama from a stimulus: choose characters, develop a storyline (beginning/ middle/ end) in space and time through mimed action. <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise role play techniques. Learners do a role play in pairs showing discrimination in a workplace. Learners create a solution for the problem and show how to handle this discrimination in a correct way. 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: revise sound pictures. Group discussion: revise body percussion. Learners perform sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce characters (considering dynamics, pitch, timbre and tempo). <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Learners sing songs to improve ability to sing in tune. Group discussion: how the character of the chosen songs relate to suit characters in a specific drama. Learners recognises melodies in range of 5th using tonic solfa (doh to soh). Learners listen to music and classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low).
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: revise role play techniques. 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: different dance steps.

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> Learners develop a group role-play: The two pairs match up so that there are four learners (roles) per group. Learners are tasked to find ways to combine the two role plays. Learners can change the dialogue to suit the newly created role-play. They should focus on developing a story with a beginning, middle section and an end. Learners practice the role play for a few times with teacher's guidance and perform it as a classroom drama. <p>Week 5: Health and environmental responsibility. HIV and AIDS. Education: basic facts.</p> <ul style="list-style-type: none"> Group discussion: revise different drama techniques. Learners dramatise a situation where there is discrimination in the society. Learners create a song or a dance as part of the drama to show the emotions when there is discrimination to an individual. Learners show in the drama right and/or wrong ways to handle this discrimination. 	<ul style="list-style-type: none"> Learners perform two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance. <p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> Group discussion: revise musical notation of notes on lines and in spaces. Learners recognise and/or write musical notation of notes on lines and in spaces on a treble staff using letter names on C major scale.
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> Group discussion: song related to specific cultural traditions. Learners sing songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. 	<p>Week 7: Social Responsibility.</p> <ul style="list-style-type: none"> Group discussion: different types of South African music. Learners perform two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music.

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<p>Learners consider: dynamics, melodic and rhythmic patterns; the movement (posture, facial expression, gesture) or dance element related to the song; style and mood.</p> <p>Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> • Group discussion: emotions related to discrimination situations. • Learners create a song or a dance to show the emotions when there is discrimination to an individual. • Group discussion: learners discuss right and wrong ways to handle this discrimination. 	<p>Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> • Group discussion: revise musical notation and rhythm patterns. • Learners perform musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa. • Learners perform rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments.

VISUAL ARTS GRADE 5 Term3			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Development of the self Abilities, interests and potential Visual literacy	Grade 5 : First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 5 : First Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild and domestic animals. • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images of wild and domestic animals. • Teacher asks questions to deepen and extend observation of elements and design principles in images of wild or domestic animals.
		Grade 5 : Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 5 : Second Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc. • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and explore art elements in images of reptiles, insects, etc.

VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Teacher asks questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc.
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Learners observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture. • Learners look at pictures of different buildings and discuss aspects like symmetry and perspective • Teacher's selection of building /s to be used in the observations must preferably from learners' own environment.
2	Development of the self	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Group discussion: how to draw an animal. • Group discussion: related colours.

VISUAL ARTS GRADE 5 Term3			
	VISUAL ARTS Create in 2-D	<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. <ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners draw the outline of an animal and fill the page, using related colours that are next to or near to each other on the colour wheel. • Learners choose two related colours and a contrasting colour for the background. <p>Drawings of animals</p> 
		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: how to draw insects and reptiles. • Learners look at images of insects and reptiles. • Learners draw/paint insects or reptiles. • Teacher guides learners to create emphasis (point of focus) in their art works by using contrasting colour. <p>Drawing of an insect</p>

VISUAL ARTS GRADE 5 Term3

- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.



Grade 5 : Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Grade 5 : Third Year



- Group discussion: how to draw a building in 2-D.
- Learners create a dream building /school/ village.
- Learners look at shape and texture of the different parts (walls, roof, structure).






- Learners use paint/ pastels or charcoal to create the drawing.



Drawings of buildings





VISUAL ARTS GRADE 5 Term3			
4	Development of the self VISUAL ARTS Create in 3-D	Grade 5 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	Grade 5 : First Year <ul style="list-style-type: none"> • Group discussion: working with polymer clay. • Teacher shows DVD's, photos and pictures of wild animals made with polymer clay. • Demonstration by teacher: how to make a wild animal using polymer clay. • Group discussion: tools and equipment needed when making a craft article with polymer clay. • Learners make a craft article of a wild animal, using polymer clay. <p>Examples of polymer clay wild animals</p> <div>   </div>
		Grade 5 : Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	Grade 5 : Second Year <ul style="list-style-type: none"> • Group discussion: working with polymer clay. • Teacher shows DVD's, photos and pictures of reptiles and insects made with polymer clay. • Demonstration by teacher: how to make a reptile or insect using polymer clay.



VISUAL ARTS GRADE 5 Term3

		<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: tools and equipment needed when making a craft article with polymer clay. • Learners make a craft article of a <div data-bbox="1260 430 1480 738">  </div> <div data-bbox="1596 365 1890 649">  </div> <p>reptile or an insect, using polymer clay.</p> <p>Examples of polymer clay reptiles and insects</p>
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 : Third Year</p> <div data-bbox="1260 909 1459 1201">  </div> <ul style="list-style-type: none"> • Group discussion: creating buildings or villages with recycled material. • Teacher shows DVD's, photos and pictures of buildings that can be crafted using recycled material.. • Demonstration by teacher: how to make a building from recycled materials. • Group discussion: tools and equipment needed when creating a building with recycled materials.




VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners create a building , school or village using recycled materials. <p>Examples of relief buildings that can be created with recycled material.</p> 
6	<p>Health and environmental responsibility</p> <p>Traffic rules relevant to road users</p> <p>VISUAL ARTS</p> <p>Create in 2-D</p>	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Group discussion: correct clothes to wear to a job interview. • Teacher shows pictures or photos of clothes to wear to an interview. • Learners design an outfit to wear during a job interview. <p>Examples of a collection of clothes</p> 

VISUAL ARTS GRADE 5 Term3

		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: how to make a collage or clothes. • Learners make a collage of different working clothes. • Example of a collage or working clothes  
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: how to make easy jewelry. • Group discussion: different techniques to draw or design jewelry. • Learners design own jewelry that can be worn during job interview

VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of jewelry</p> 
9	<p>World of work</p> <p>Economic cycle</p> <p>VISUAL ARTS</p> <p>Create in 3-D</p>	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Group discussion: wire work techniques. • Teacher shows DVD's, photos and illustrations of craft objects using wire work. • Learners make a wire work craft article: Learners create letters that can be used for decoration. This craft can be used to sell items on a market to improve a monthly income. <p>Example of letters made with wire:</p> 

VISUAL ARTS GRADE 5 Term3

		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	
		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: wire work techniques. • Teacher shows DVD's, photos and illustrations of craft objects using wire work. • Learners make a wire work craft article: Learners create décor items that can be used for decoration. This craft can be used to sell items on a market to improve a monthly income. <p>Examples of wire work craft articles</p>  

VISUAL ARTS GRADE 5 Term3

Grade 5 : Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Grade 5 : Third Year

- Group discussion: wire work techniques.
- Teacher shows DVD's, photos and illustrations of craft objects using wire work.
- Learners make a wire work craft article: Learners create jewelry for example a bracelet. This craft can be used to sell items on a market to improve a monthly income.

Example of a wire work bracelet



Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

1.13. Grade 5 : Term 4

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS Grade 5 : Term 4	
Content : Warm up and play	
<ul style="list-style-type: none"> • Follow a teacher-directed warm-up routine. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by warming up and cooling down. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Perform simple relaxation exercises for warming up and cooling down. • Perform simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down. • Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. • Explore the shape, weight and feel of words and sounds in creative drama games. • Use voice and movement spontaneously when playing creative drama games. 	<ul style="list-style-type: none"> • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Sing songs, rounds and canons in a choir to warm up the voice.

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. 	<ul style="list-style-type: none"> Sing vowels, rhymes and tongue twisters to warm up the voice.
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <p>Learners warm up</p> <ul style="list-style-type: none"> Learners do different kinds of jumps (with soft landings) and other travelling movements as part of the warm up routine. Learners do body part isolations and stretching as part of imaginative experiences. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform posture games, exploring neutral posture and character's postures. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform trust and listening games (such as blindfolding and leading a partner, etc.). <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Group discussion: revise body percussion. Learners perform body percussion "songs" in unison and in canon. Learners perform musical games focusing on numeracy and literacy (such as number songs and rhymes).
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for strength and flexibility (including spinal rolls, swings, floor work and body part isolations). Learners do cool down exercises (including stretches and flowing movements). <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform group awareness games (such as creating a machine through complementary movements). Class is divided into groups of four and five. They focus on aspects such as rhythm, dynamics, levels, adding sound effects. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p>

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> Learners perform call and response games. 	<ul style="list-style-type: none"> Learners do vocal warm up exercises (including strengthening articulation through rhymes and tongue twisters). Learners singing warm up songs (including South African songs in unison, and two-part harmony).
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <p>Learners warm up and cool down</p> <ul style="list-style-type: none"> Learners do physical warm up exercises for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns). Learners do cool down exercises (including stretches and flowing movements). <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Leading and following games. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners perform story development games. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Learners do vocal warm up exercises (including breathing, with chanting). Learners sing warm up songs (including songs in unison, canon, in two-part harmony and/or call and response),
Grade 5 :	Content : Improvise and create
<ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. Work with others when exploring situations in role. 	<ul style="list-style-type: none"> Express ideas and stories creatively through movement activities that are guided but open-ended. Explore movement characteristics of animals, people, machines and nature. Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> • Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. • Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. • Assume both leader and follower roles willingly in dramatic activities • Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods. • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Explore the shape, weight and feel of words and sounds in creative drama games. 	<ul style="list-style-type: none"> • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. • Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. • Follow a warm up ritual that develops co-ordination and control. • Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. • Apply safe dance practice and healthy use of the body by good postural and joint alignment. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa.

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games • Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance. 	<ul style="list-style-type: none"> • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Work co-operatively with partners, improvising and composing dance sequences. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <ul style="list-style-type: none"> • Group discussion: revise mime techniques. • Learners perform mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise creative drama games. • Learners perform posture games: character's postures. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> • Learners practise to do physical shapes using gesture, posture and balance (balancing on different body parts). • Learners play melodies and rhythms on self-made, found or traditional instruments to enhance the mood of a tableau <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> • Learners perform a group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels).

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> Learners focus on the physical characterisation of the characters they will portray in the drama. With teacher direction and guidance, learners explore different postures of characters, focusing on age, attitude of the character, profession and purpose of the character. 	<ul style="list-style-type: none"> Learners explore in groups the key moments of their drama. There may be three or four key moments depicting the middle, climax and end of their story and different locations. Learners show these moments as a photograph or frozen pictures depicting the essence of the action. Learners explore different levels, formations, facial expressions and postures in the frozen picture (tableaux).
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <ul style="list-style-type: none"> Group discussion: social, cultural or environmental issues relevant to the learners. Group discussion: revise drama and dance techniques. Learners perform short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise musical instruments. Learners perform a short music piece, combining a number of instruments (drums, marimba, etc.) including two or more parts in a textural blend, reflecting a mood related to the social, cultural or environmental issue. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: props needed for the dance drama. Learners use recycled materials to create props that will be used in the dance drama. Learners use different instruments to help and make sound effects for the dance drama. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Group discussion: different traditional dances that can be used in the dance drama. Learners experiment with various traditional dances that can be part of the dance drama performed in week 9.
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p>Week 1: Development of the self. Me and my disability.</p> <ul style="list-style-type: none"> Group discussion: revise musical elements. 	<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p>

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> Learners create a short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements. <p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise movement sequences. Learners perform movement sequences to explore aspects of a story related to environmental, cultural or social issues, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements. 	<ul style="list-style-type: none"> Group discussion: music tunes that will suit each puppet character. Learners create musical signature tunes for each of the puppet characters using voice, found or made instruments. <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Group discussion: traditional songs and dances that can be used in the drama that is going to be performed. Learners experiment with various traditional dances and songs that can be part of the dance drama performed in week 9.
Grade 5 :	Content : Perform and reflect
<ul style="list-style-type: none"> Begin to see differences between self and the role being played. Demonstrate ability to take on a role in drama - teacher stimulated. Work with a partner in role, and switch roles in teacher-directed dramatic play. Work with others when exploring situations in role. Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture. Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays. 	<ul style="list-style-type: none"> Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. Follow a teacher-directed warm-up routine. Sing songs, rounds and canons in a choir to warm up the voice. Sing vowels, rhymes and tongue twisters to warm up the voice. Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body. Explain how tempo, duration and dynamics have been used in songs and music to express feelings and moods.

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> • Assume both leader and follower roles willingly in dramatic activities. • Participate in simple dances based on formations and patterns. • Learn and perform simple dance steps from dances in the immediate environment. • Identify and describe the many kinds of dances in South Africa. • Learn, interpret and perform dances from South African culture with competence and appropriate style. • Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups. • Demonstrate partner skills such as copying, leading, following and mirroring in movement. • Work co-operatively with partners, improvising and composing dance sequences. • Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories • Use puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings. • Make use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Make masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials. 	<ul style="list-style-type: none"> • Listen to and identify musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low). • Communicate a musical intention using the interface of pitch-based harmony (mellophony) instruments. • Focus on music from a variety of South African forms. • Investigate and explain the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa. • Classify African instruments in terms of ideophones, chordophones, membranophones, aerophones, and Western instruments according to strings, woodwinds, brass and percussion. • Listen and move creatively to music, stories, songs and sounds. • Sing tunes rhythmically and at varying tempo and loudness. • Differentiate between high and low, long and short, loud and soft sounds. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Sing songs and make music to express a variety of ideas, feelings and moods. • Sing and/or play South African songs from various cultures with appropriate rhythm, tempo and dynamics. • Explore the shape, weight and feel of words and sounds in creative drama games.



PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> • Make masks, crafts, artefacts, costumes, collages or puppets to use in a presentation. • Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement. • Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together. • Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures. • Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs. 	<ul style="list-style-type: none"> • Use voice and movement spontaneously when playing creative drama games. • Participate in drama games - takes turns, waits for signals, responds to cues, and shares space. • Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. • Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises. • Use the voice and body imaginatively in drama exercises and games
Grade 5 : First Year	Activities, techniques, notes, etc.
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> • Group discussion: revise drama techniques. • Learners practice to perform a drama from a stimulus: tableaux in response to location or theme. • Consider: <ul style="list-style-type: none"> ○ introducing and resolving conflict ○ storyline, characters, space and time ○ tableaux to start and end the drama ○ limited dialogue appropriate to the drama. 	<ul style="list-style-type: none"> • Learners create sound pictures using instruments (body percussion, self-made, found, traditional) to create an appropriate soundtrack for the drama including interludes (between actions) and underscoring (during action). <p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> • Group discussion: songs that relate to the themes of the drama that is going to be performed. • Learners experiment with songs to improve in-tune singing, related to the themes of the drama recognizing melodies in range of 5th (doh to soh.).

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: sound needed in the drama performance. 	<ul style="list-style-type: none"> Group discussion: revise musical symbols. Learners recognise musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Learners perform the drama they were working on during the term with props, costumes and music.
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise dance techniques. Learners practice for a dance drama presentation, reflecting a social, cultural or environmental issue relevant to the learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually. <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Group discussion: how to write or choose a poem suitable for the drama presentation. Learners choose or create a short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation. To enrich the improvisation learners are guided to add and use selected tableaux, movement, poetry and speaking/singing in unison or individually. Learners sing a song in two or three parts. 	<p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Group discussion: revise different voice types. Learners sing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano). <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Learners perform the dance drama they were working on during the term with songs, dances, music and costumes.



PERFORMING ARTS Grade 5 : Term 4		Content : Warm up and play	
Grade 5 : Third Year		Activities, techniques, notes, etc.	
<p>Week 3-4: Development of the self. Asking for help and problem solving.</p> <ul style="list-style-type: none"> Group discussion: revise drama techniques. Learners perform a puppet performance, using dialogue, puppet movement and musical accompaniment. Learners consider characters, relationships and structure (conflict and resolution). Teacher choose a story that learners can relate to (traditional or contemporary). <p>Week 5: Health and environmental responsibility. Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> Learners use the puppets that were created by the learners to do the singing warm-up(each one can sing as their character would sing -call and response). 		<p>Week 7: Social responsibility. Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> Group discussion: revise creative drama games. Learners play leading and following games and extend that to the characters that need to lead or follow in the puppet show. Learners play story development games with different puppet characters; these stories could become the basis for the performances. Learners allow certain character development and build conflict and resolution into the structure of the story. <p>Week 9: World at work. Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> Learners perform the puppet show they were working on during the term with music, different songs, a good storyline and puppets. 	

VISUAL ARTS GRADE 5 TERM 4			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ART Development of the self Me and my disability Visual literacy	Grade 5 : First Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	Grade 5 : First Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in images of lush vegetation. • Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.
		Grade 5 : Second Year <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. 	Grade 5 : Second Year <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical). • Teacher could hold brief discussion on the principles of flight, the shape of an aeroplane's wings and the way the air flows over them, etc.

VISUAL ARTS GRADE 5 TERM 4			
		<ul style="list-style-type: none"> • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<ul style="list-style-type: none"> • Learners look at pictures of hot air balloons, helicopters, different birds of different sizes, etc. Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions. • Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. • Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media. • Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of puppets • Learners choose a theme for a puppet performance, observe and discuss visual stimuli in photographs and different puppets to establish the art elements involved. • Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.
2	Development of the self	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: 	<p>Grade 5 : First Year</p> <ul style="list-style-type: none"> • Group discussion: what does lush vegetation mean? • Teacher shows DVD's, photos and pictures with examples of lush vegetation.



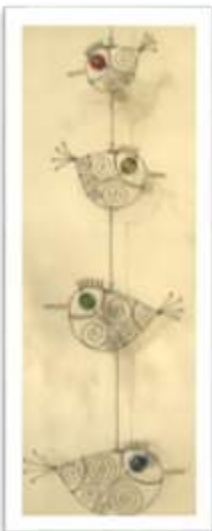
VISUAL ARTS GRADE 5 TERM 4			
	Receiving and giving feedback.	<ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	<ul style="list-style-type: none"> • Learners are guided to plan their pictures of plants of lush vegetation. Plants that are near should be drawn bigger, at the bottom of the page. Those farther away should be smaller and higher up on the page. • Learners create a picture with “lush vegetation” as the theme.
	VISUAL ARTS Create in 2-D	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	 Examples of picture with “lush vegetation” theme 
		Grade 5 : Second Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	Grade 5 : Second Year <ul style="list-style-type: none"> • Group discussion: different objects things that fly. • Learners look at photographs of birds and draw the shape of the bird with a pencil. • Learners are reminded that the drawing should fill the whole page.

VISUAL ARTS GRADE 5 TERM 4



	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners proceed to colour the bird using chalk pastels, blending colours into each other using their fingers. Texture of the feathers is shown with different pastel marks. <p>Examples of pictures of birds</p> <div>   </div>
	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: different kinds of puppets. • Teachers shows DVD's, photos and pictures of puppets. • Demonstration by teacher: how to draw a puppet.




VISUAL ARTS GRADE 5 TERM 4			
		<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners create 2-D puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or <div data-bbox="1268 466 1514 799" data-label="Image"> </div> <div data-bbox="1612 337 1858 662" data-label="Image"> </div> <p>marionettes)</p> <p>Examples of 2-D puppets</p>
3-4	VISUAL ARTS Development of the self Asking for help and problem solving Create in 3-D	Grade 5 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	Grade 5 : First Year <ul style="list-style-type: none"> • Group discussion: revise recycled materials. • Teacher shows DVD's, photos and pictures with examples of containers made with recycled material. • Demonstration by teacher: how to make a container with recycled material. • Group discussion: tools and equipment needed to make a container with recycled material/





VISUAL ARTS GRADE 5 TERM 4

	<ul style="list-style-type: none"> • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners make a container for a specific plant using recycled materials.   <p>Examples of containers made with recycled material</p>
	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: revise natural and recycled materials. • Teacher shows DVD's, photos and pictures with examples of flying sculptures made with wire, natural and recycled material. • Demonstration by teacher: how to make a flying sculpture. • Group discussion: tools and equipment needed to make a flying sculpture. 




VISUAL ARTS GRADE 5 TERM 4





		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Learners create a flying sculpture. • Learners work with wire, natural and recycled materials. <p>Examples of flying sculpture</p> 
		<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: revise different puppets. • Teacher shows DVD's, photos and pictures with examples of puppets. • Demonstration by teacher: how to make a puppet. • Group discussion: tools and equipment needed to make a puppet. 

VISUAL ARTS GRADE 5 TERM 4			
			<ul style="list-style-type: none"> Learners create puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes). <div style="display: flex; justify-content: space-around; align-items: center;">   </div> <p>Example of puppets</p>
6	Health and environmental responsibility Local environmental health problems and common diseases VISUAL ARTS Create in 2-D	Grade 5 : First Year <ul style="list-style-type: none"> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	Grade 5 : First Year <ul style="list-style-type: none"> Group discussion: costumes needed for the characters in the drama that is going to be performed. Teacher shows DVD's, pictures and photos of costumes that can be used in the drama. Learners design clothes, make up or jewelry for the characters in the drama that is going to be performed. <div style="text-align: right;">  </div> <p>Examples of costumes and jewelry that can be used in a drama performance</p>

VISUAL ARTS GRADE 5 TERM 4		
	<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	 
	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: costumes, make up and jewelry needed for the characters in the drama that is going to be performed. • Teacher shows DVD's, pictures and photos of make up, jewelry and costumes that can be used in the drama. • Learners design clothes, make up or jewelry for the characters in the drama that is going to be performed  
	Grade 5 : Third Year	Grade 5 : Third Year

VISUAL ARTS GRADE 5 TERM 4			
		<ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<ul style="list-style-type: none"> • Group discussion: background or theatre needed for the drama that is going to be performed. • Teacher shows DVD's, pictures and photos of backgrounds or puppet theatres that can be used in the drama. • Learners design a puppet theatre or a background for the puppet show. <div data-bbox="1251 526 1575 753" data-label="Image"> </div> <p>Example of background for a theatre production</p> <div data-bbox="1583 693 1894 909" data-label="Image"> </div> <p>Example of a puppet theatre</p>
8	World of work The rules of the workplace. Good attitudes to have at work.	Grade 5 : First Year <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. 	Grade 5 : First Year <ul style="list-style-type: none"> • Group discussion: revise recycled materials. • Teacher shows DVD's, photos and pictures of craft articles made with recycled material. • Group discussion: tools and equipment needed to make the craft article. • Learners make a pencil case using recycled materials

VISUAL ARTS GRADE 5 TERM 4			
	Simulation of career related activities	<ul style="list-style-type: none"> • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of pencil case</p>  
	<p>VISUAL ARTS</p> <p>Create in 3-D</p>		
		<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	<p>Grade 5 : Second Year</p> <ul style="list-style-type: none"> • Group discussion: how to make or decorate a pencil case. • Teacher shows DVD's, photos and pictures of decorated pencil cases. • Group discussion: tools and equipment needed to make the craft article. • Learners make or decorate a vintage pencil case. 

VISUAL ARTS GRADE 5 TERM 4			
		<ul style="list-style-type: none"> • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	<p>Examples of vintage pencil cases</p> 
	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> ○ line, tone, texture, spatial arrangement, contrast, composition; ○ mixing of primary and secondary colours. ○ Shares and displays work. • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Show spontaneity and a creative attitude in art activities. 	  <ul style="list-style-type: none"> • Group discussion: tools and equipment needed to make the craft article. • Learners make or decorate a notebook or post it holder. <p>Examples of notebooks and post it holders above</p> 	<p>Grade 5 : Third Year</p> <ul style="list-style-type: none"> • Group discussion: how to make or decorate a notebook or post it holder. • Teacher shows DVD's. photos and pictures of decorated notebooks and post it holders.

FORMAL ASSESSMENT TASK: GRADE 5

GRADE 5 : TERM 1-4

- During each of the four terms, the teacher chooses
 - Two Performing Arts activities (first year)
 - Two Performing Arts activities (second year) and
 - Two Performing Arts activities (third year)and report on 2 assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two assessment goals in each during each term.
- The assessment goals are similar for Grade 5 , first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

PERFORMING ARTS

Warm up and play

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Apply** safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.
- **Perform** simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.

VISUAL ARTS GRADE 5 TERM 4

- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Sing** and **hum** to warm up the voice
- **Follow** a warm up ritual to accompany physical warm up using action songs.
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs
- **Build** own movement vocabulary using:
 - Loco motor movements such as walk, run leap and gallop;
 - Non-loco motor movements such as reach, bend, rise.
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-loco motor movements: reach, bend, rise, twist and turn.

Improvise and create

- **Echo** a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together
- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Demonstrate** concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- **Recognise** crotchet and minim note values and rests in a short melody.

VISUAL ARTS GRADE 5 TERM 4

- **Compose** and **present** a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
- **Recognise** time signatures such as four-four and three-four.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Respond** through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.
- **Use** skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Convey** feelings and ideas through facial expression and gesture.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Play** at being characters and objects in stories based on local events or told by the teacher.
- **Explore** movement characteristics of animals, people, machines and nature.
- **Use** cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.
- **Work** creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.
- **Think** about and **show** how people and animals move.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Demonstrate** partner skills such as copying, leading, following and mirroring in movement.
- **Work** co-operatively with partners, improvising and composing dance sequences.
- **Work** with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.

VISUAL ARTS GRADE 5 TERM 4

- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.

Perform and reflect

- **Express** and **describe** feelings in response to a drama, story or event.
- **Differentiate** between different characters in a story and their point of view.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.
- **Display** observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms.
- **Focus** on music from a variety of South African forms:
 - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;

VISUAL ARTS GRADE 5 TERM 4

- plays simple rhythmic patterns on a drum or equivalent;
 - explores and uses drum hand techniques such as base slap, open slap, muffle.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Collaborate** in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.

VISUAL ARTS

Create in 2D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.

VISUAL ARTS GRADE 5 TERM 4

- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Create in 3D

Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.

VISUAL ARTS GRADE 5 TERM 4

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.
- **Engage** in creative art processes:
 - present images of own world in various media;
 - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
 - line, tone, texture, spatial arrangement, contrast, composition;
 - mixing of primary and secondary colours.
 - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

2. SECTION 4

ASSESSMENT

Subject specific content to be added to generic section 4 after public comment changes/corrections have been made.

Assessment across the 14 years

Grade R: First, Second and Third Year – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and
- Two Performing Arts (Warm up and Play) activities (third year)

and report on 2 different assessment goals.

The assessment goals are similar for Grade R , first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

Task	Term 1-4		
1	Week 2 or 3	Follow a teacher-directed warm-up routine. Perform simple relaxation exercises for warming up and cooling down. Build own movement vocabulary using:	Discover tempo through own suitable movements to slow and fast music

		<ul style="list-style-type: none"> Loco motor movements such as walk, run, leap and gallop; Non-loco motor movements such as reach, bend and rise 	<p>Move to music fast/slow; small/big steps; using beat of a drum; without bumping in each other Participate in laterality exercises.</p> <p>Respond to cognitive stimulation.</p>
2	Week 4 or 5	<p>Play with different sizes, shapes and colours containers in water or in the sandpit</p> <p>Stop / freeze, change direction when whistle blows.</p> <p>Push a big box, cart or article filled with equipment/toys.</p>	<p>Play body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.</p> <p>March activities on the rhythm of the music; clapping hands</p> <p>Demonstrate physical and motor activities.</p> <p>Develop sensory exploration</p>
3	Week 6 or 7	<p>Screw and unscrew lids of different sizes bottles and/or match lids with bottles</p> <p>Sort blue/red/yellow objects/ beads etc</p> <p>Hit , kick, throw or push balloon, empty onion bag, soft ball or beanbag.</p>	<p>Blow bubbles and/or step on bubbles.</p> <p>Imitate animal by movement or sound</p> <p>Identify different textures.</p> <p>Identify different odours</p>
4	Week 8 or 10	<p>Participate in fine motor activities/hand eye coordination</p> <p>Participate in midline crossing exercises</p> <p>Participate in balance exercises</p>	<p>Participate in outside water play.</p> <p>Participate in exercises to develop spatial awareness</p> <p>Identify different flavours</p>

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade R , first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Show spontaneity and a creative attitude in art activities.</p> <p>Create a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.</p>	<p>Create a 2D art work using different colours and shapes.</p> <p>Create a 2D art work using different materials: paint, sponges, wool, paper maché, stencils, melted crayons, sand paper, starch, finger paint, sand, tissue paper, tins, bubble wrap, cotton wool, paper plates, bottle lids, stones, pipe cleaners, peg, buttons, cup cake liners, decoupage, ice cream/popsicle sticks</p> <p>Create a 2D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p>
2	Week 7 or 9	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p>Create a 3D art work using natural and recycled materials.</p> <p>Create a 3D art work using edible food.</p> <p>Create a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p> <p>Build a simple puzzle 2-10 pieces. With or without knobs</p>

		Build a 3D art work using wooden blocks, shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.	Show spontaneity and a creative attitude in art activities.
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Grade 1: First and Second Year – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals.

The assessment goals are similar for Grade 1 , first and second year

.Activities must be more advanced in second year, and different assessment goals must be reported on during the second year

Task	Term 1-4		
1	Week 2 or 3	Follow a teacher-directed warm-up routine. Follow a warm up ritual that develops co-ordination and control	Express moods and ideas through movement and songs.

		<p>Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p>	<p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Explore the use of expressive mime to convey ideas and feelings.</p> <p>Sing songs found in the immediate environment.</p> <p>Participate in exercises to develop eye-foot co-ordination.</p>
2	Week 4 or 5	<p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Sing together with the music and dance to the music.</p> <p>Extend and refine fine motor skills</p> <p>Reinforce hand eye coordination.</p> <p>Improve midline- crossing.</p>	<p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Sing songs, rounds and canons in a choir to warm up the voice</p> <p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Sing and hum to warm up the voice.</p> <p>Explore the shape, weight and feel of words and sounds in creative drama games</p>
3	Week 6 or 7	<p>Use voice and movement spontaneously when playing creative drama games.</p> <p>Participate in drama games - takes turns, waits for signals, responds to cues, and shares space.</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Participate in physical development activity</p> <p>Extend and improve balance.</p>	<p>Extend and refine gross motor skills.</p> <p>Build own movement vocabulary using:</p> <ul style="list-style-type: none"> • Loco motor movements such as walk, run, leap and gallop; • Non-loco motor movements such as reach, bend and rise <p>Demonstrate the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while</p>

		Participate in simple dances based on formations and patterns.	travelling forward, sideward, backward, diagonally and turning Learn and perform simple dance steps from dances in the immediate environment.
4	Week 8 or 10	<p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p>Identify and describe the many kinds of dances in South Africa.</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style.</p> <p>Discover tempo through own suitable movements to slow and fast music</p>	<p>Play with different sizes, shapes and colours containers in water or in the sandpit</p> <p>Stop / freeze, change direction when whistle blows.</p> <p>March activities on the rhythm of the music; clapping hands</p> <p>Play body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.</p> <p>Move to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.</p>

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 1 , first and second year.

Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Show spontaneity and a creative attitude in art activities.</p>	<p>Create a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.</p> <p>Create a 2D art work using different colours and shapes.</p> <p>Create a 2D art work using different materials: paint,decoupage, toothpicks, soap, water colour, sponges,wool,finger paint, sand,cloth, rope, beads.</p> <p>Create a 2D art work using polymer clay, ice cream sticks, brown paper bags, tins, duct tape or paper plates, beads, plastic shapes,glass.</p>
2	Week 7 or 9	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p>Build a 3D art work using wooden blocks, stones,shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.</p> <p>Create a 3D art work using natural and recycled materials.</p> <p>Create a 3D art work using edible food.</p>

		Show spontaneity and a creative attitude in art activities.	Create a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay. Build a simple puzzle 2-10 pieces. With or without knobs.
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Grade 2: First and Second Year – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals in each.

The assessment goals are similar for Grade 2 , first and second year.

Activities must be more advanced in second year, and different assessment goals must be reported on during the second year..

Task	Term 1-4		
1	Week 2 or 3	Creative games and skills Follow a teacher-directed warm-up routine. Follow a warm up ritual that develops co-ordination and control	Improvise and Interpret Express moods and ideas through movement and songs. Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.

		<p>Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p>Perform simple relaxation exercises for warming up and cooling down.</p> <p>Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p>Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p>Sing songs found in the immediate environment.</p>
2	Week 4 or 5	<p>Creative games and skills</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Learn and perform simple dance steps from dances in the immediate environment</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style</p> <p>Improvise and create dance sequences that use steps and styles from various South African dance forms</p> <p>Improvise stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community</p>	<p>Improvise and Interpret</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Explore music, movement and voice focusing on tempo</p>

		<p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p>Convey feelings and ideas through facial expression and gesture</p>	
3	Week 6 or 7	<p>Creative games and skills</p> <p>Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p> <p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Explore music, movement and voice focusing on pitch.</p> <p>Sing songs found in the immediate environment.</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p>Improvise and Interpret</p> <p>Sing together with the music and dance to the music.</p> <p>Demonstrate ability to take on a role in drama - teacher stimulated.</p> <p>Work with others when exploring situations in role.</p>
4	Week 8 or 10	<p>Creative games and skills</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Clap and stamp number rhythms and rhymes in tempo.</p>	<p>Improvise and Interpret</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture.</p>

		<p>Play rhythm, clapping, skipping and singing games in pairs.</p> <p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Explore the use of expressive mime to convey ideas and feelings.</p> <p>Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p>Explore music, movement and voice focusing on tempo.</p> <p>Sing together with the music and dance to the music</p>	<p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Express and describe feelings in response to a drama, story or event</p>
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Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 2 , first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form,</p>	<p>Show spontaneity and a creative attitude in art activities.</p> <p>Develop fine motor and sensory coordination; manipulating scissors and other tools.</p>

		<p>colour, texture, space and materials used, using appropriate terminology.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.</p>	<p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into twodimensional work using appropriate and available materials.</p> <p>Create a 2D art work using paint, footprints, handprints.</p> <p>Create a 2D art work using different colours and shapes.</p> <p>Create a 2D art work using different materials: paint, puffy paint, wax crayons, oil pastels, recycled materials, cotton buds.</p>
2	Week 7 or 9	<p>Respond to and discuss images, designs and craft objects used in popular culture in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p>Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p> <p>Develop fine motor and sensory coordination; manipulating scissors and other tools.</p> <p>Build a 3D art work using juice cartons, pipe cleaners, beads, bottle lids, clay or card board boxes</p> <p>Create a 3D art work using natural materials or recycled materials.</p>

Grade 3: First and Second Year – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals in each.

The assessment goals are similar for Grade 3 , first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year..

Task	Term 1-4		
1	Week 2 or 3	<p>Creative games and skills</p> <p>Follow a teacher-directed warm-up routine.</p> <p>Follow a warm up ritual that develops co-ordination and control</p> <p>Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p>Perform simple relaxation exercises for warming up and cooling down.</p> <p>Perform simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p>Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p>	<p>Improvise and Interpret</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Learn and perform simple dance steps from dances in the immediate environment</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style</p> <p>Improvise and create dance sequences that use steps and styles from various South African dance forms</p> <p>Improvise stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community</p>

			Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
2	Week 4 or 5	<p>Creative games and skills</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Clap and stamp number rhythms and rhymes in tempo.</p> <p>Play rhythm, clapping, skipping and singing games in pairs.</p> <p>Keep a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p> <p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p>	<p>Improvise and Interpret</p> <p>Convey feelings and ideas through facial expression and gesture</p> <p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Explore the use of expressive mime to convey ideas and feelings.</p> <p>Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p>Express moods and ideas through movement and songs.</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p>
3	Week 6 or 7	<p>Creative games and skills</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Explore music, movement and voice focusing on pitch.</p> <p>Sing songs found in the immediate environment.</p>	<p>Improvise and Interpret</p> <p>Sing songs found in the immediate environment.</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>

		<p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Explore music, movement and voice focusing on tempo.</p>	<p>Explore music, movement and voice focusing on tempo:</p> <p>Sing together with the music and dance to the music.</p> <p>Demonstrate ability to take on a role in drama - teacher stimulated.</p>
4	Week 8 or 10	<p>Creative games and skills</p> <p>Sing together with the music and dance to the music</p> <p>Sing songs, rounds and canons in a choir to warm up the voice</p> <p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Build own movement vocabulary using:</p> <ul style="list-style-type: none"> • locomotor movements such as walk, run leap and gallop; • Non-locomotor movements such as reach, bend, rise. <p>Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p>Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.</p>	<p>Improvise and Interpret</p> <p>Work with others when exploring situations in role.</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture.</p> <p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Express and describe feelings in response to a drama, story or event</p> <p>Singing indigenous songs using appropriate movements and dramatization</p>

Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 3 , first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.</p>	<p>Develop fine motor and sensory coordination; manipulating scissors and other tools.</p> <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into twodimensional work using appropriate and available materials.</p> <p>Create a 2D art work using paint, footprints, handprints, fingerprints.</p> <p>Create a 2D art work using different colours and shapes.</p> <p>Create a 2D art work using different materials: wax crayons, chalk, paint, puffy paint, wax crayons, oil pastels, recycled materials.</p> <p>Create a 2D art work using edible materials.</p>

		Show spontaneity and a creative attitude in art activities.	
2	Week 7 or 9	<p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p>	<p>Show spontaneity and a creative attitude in art activities.</p> <p>Develop fine motor and sensory coordination; manipulating scissors and other tools.</p> <p>Build a 3D art work using polymer clay, epoxy, glass bottles, beads, marbles, sand, popsicle/ ice cream sticks, toilet rolls, cold drink straws, yarn or card board boxes</p> <p>Create a 3D art work using natural materials, paper maché or recycled materials.</p> <p>Construct using recyclable materials, emphasis on geometric shapes.</p> <p>Respond to more specific questions about light and dark colours, geometric shapes, and contrast.</p>

Grade 4: First and Second Year – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 assessment goals.

The assessment goals are similar for Grade 4 , first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 2 or 3	<p>Warm up and play</p> <p>Follow a teacher-directed warm-up routine.</p> <p>Follow a warm up ritual that develops co-ordination and control</p> <p>Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p>Apply safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.</p> <p>Improvise and create</p> <p>Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</p> <p>Use voice, body and found or made instruments to explore sounds and silence related to walking,</p>	<p>Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</p> <p>Recognise crotchet and minim note values and rests in a short melody.</p> <p>Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</p> <p>Perform and reflect</p> <p>Express and describe feelings in response to a drama, story or event.</p> <p>Differentiate between different characters in a story and their point of view.</p> <p>Begin to see differences between self and the role being played.</p>

		<p>running, and skipping note values, in order to explore rhythms and to create sound pictures.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p>Demonstrate ability to take on a role in drama - teacher stimulated.</p> <p>Work with a partner in role, and switch roles in teacher-directed dramatic play.</p>
2	Week 4 or 5	<p>Warm up and play</p> <p>Perform simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.</p> <p>Sing songs, rounds and canons in a choir to warm up the voice</p> <p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Sing and hum to warm up the voice</p> <p>Improvise and create</p> <p>Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</p> <p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Convey feelings and ideas through facial expression and gesture.</p>	<p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Explore the use of expressive mime to convey ideas and feelings.</p> <p>Perform and reflect</p> <p>Work with others when exploring situations in role.</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture.</p> <p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Assume both leader and follower roles willingly in dramatic activities.</p> <p>Participate in simple dances based on formations and patterns.</p>

3	Week 6 or 7	<p>Warm up and play</p> <p>Follow a warm up ritual to accompany physical warm up using action songs.</p> <p>Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p>Clap and stamp number rhythms and rhymes in tempo.</p> <p>Play rhythm, clapping, skipping and singing games in pairs</p> <p>Improvise and create</p> <p>Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p>Portray characters and objects from stories using body shapes and sounds.</p> <p>Play at being characters and objects in stories based on local events or told by the teacher.</p> <p>Explore movement characteristics of animals, people, machines and nature.</p> <p>Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</p>	<p>Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</p> <p>Perform and reflect</p> <p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p>Identify and describe the many kinds of dances in South Africa.</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style.</p> <p>Display observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.</p> <p>Improvise and create dance sequences that use steps and styles from various South African dance forms.</p>
4	Week 8 or 10	<p>Warm up and play</p> <p>Build own movement vocabulary using:</p>	<p>Sing songs found in the immediate environment.</p> <p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p>

		<ul style="list-style-type: none"> • Locomotor movements such as walk, run leap and gallop; • Non-locomotor movements such as reach, bend, rise. <p>Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p>Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.</p> <p>Improvise and create</p> <p>Think about and show how people and animals move.</p> <p>Learn and perform simple dance steps from dances in the immediate environment.</p> <p>Demonstrate partner skills such as copying, leading, following and mirroring in movement.</p> <p>Work co-operatively with partners, improvising and composing dance sequences.</p> <p>Work with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.</p>	<p>Perform and reflect</p> <p>Focus on music from a variety of South African forms:</p> <ul style="list-style-type: none"> • improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; • plays simple rhythmic patterns on a drum or equivalent; • explores and uses drum hand techniques such as base slap, open slap, muffle. <p>Express own personal sense of identity and uniqueness in any art form.</p> <p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</p>
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The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 4 , first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create in 2-D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p>

		<p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>
2	Week 7 or 9	<p>Create in 3-D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore & experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p>

		<p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>
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Grade 5: First, Second and Third Year – Practical assessment tasks

Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and
- Two Performing Arts (Warm up and Play) activities (third year)

and report on 2 assessment goals.

The assessment goals are similar for Grade 5 , first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second year and third year.

Task	Term 1-4		
1	Week 2 or 3	<p>Warm up and play</p> <p>Follow a teacher-directed warm-up routine.</p>	<p>Recognise crotchet and minim note values and rests in a short melody.</p>

		<p>Follow a warm up ritual that develops co-ordination and control</p> <p>Follow a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p>Apply safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,.</p> <p>Improvise and create</p> <p>Echo a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</p> <p>Use voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</p> <p>Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p>Demonstrate concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</p>	<p>Compose and present a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.</p> <p>Recognise time signatures such as four-four and three-four.</p> <p>Explore the shape, weight and feel of words and sounds in creative drama games.</p> <p>Perform and reflect</p> <p>Express and describe feelings in response to a drama, story or event.</p> <p>Differentiate between different characters in a story and their point of view.</p> <p>Begin to see differences between self and the role being played.</p> <p>Demonstrate ability to take on a role in drama - teacher stimulated.</p> <p>Work with a partner in role, and switch roles in teacher-directed dramatic play.</p>
2	Week 4 or 5	<p>Warm up and play</p> <p>Perform simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises</p>	<p>Respond in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p>Convey feelings and ideas through facial expression and gesture.</p>

		<p>when warming up and cooling down the voice and the body.</p> <p>Sing songs, rounds and canons in a choir to warm up the voice</p> <p>Sing vowels, rhymes and tongue twisters to warm up the voice.</p> <p>Sing and hum to warm up the voice</p> <p>Improvise and create</p> <p>Use voice and movement spontaneously when playing creative drama games.</p> <p>Participate in drama games - takes turns, waits for signals, responds to cues, and shares space.</p> <p>Respond through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</p> <p>Use skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</p>	<p>Use the voice, gesture and body shape to express feelings and thoughts.</p> <p>Use the voice and body imaginatively in drama exercises and games.</p> <p>Perform and reflect</p> <p>Work with others when exploring situations in role.</p> <p>Adopt and maintain a role, and is able to answer questions in role using appropriate language and gesture.</p> <p>Dramatise social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p>Assume both leader and follower roles willingly in dramatic activities.</p> <p>Participate in simple dances based on formations and patterns.</p>
3	Week 6 or 7	<p>Warm up and play</p> <p>Follow a warm up ritual to accompany physical warm up using action songs.</p> <p>Demonstrate fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p>Clap and stamp number rhythms and rhymes in tempo.</p>	<p>Work creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</p> <p>Think about and show how people and animals move.</p> <p>Perform and reflect</p>

		<p>Play rhythm, clapping, skipping and singing games in pairs</p> <p>Improvise and create</p> <p>Explore the use of expressive mime to convey ideas and feelings.</p> <p>Use sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p>Portray characters and objects from stories using body shapes and sounds.</p> <p>Play at being characters and objects in stories based on local events or told by the teacher.</p> <p>Explore movement characteristics of animals, people, machines and nature.</p> <p>Use cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</p>	<p>Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p>Identify and describe the many kinds of dances in South Africa.</p> <p>Learn, interpret and perform dances from South African culture with competence and appropriate style.</p> <p>Display observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.</p> <p>Improvise and create dance sequences that use steps and styles from various South African dance forms.</p>
4	Week 8 or 10	<p>Warm up and play</p> <p>Build own movement vocabulary using:</p> <ul style="list-style-type: none"> • Locomotor movements such as walk, run leap and gallop; • Non-locomotor movements such as reach, bend, rise. 	<p>Sing songs and makes music to express a variety of ideas, feelings and moods.</p> <p>Perform and reflect</p> <p>Focus on music from a variety of South African forms:</p>

		<p>Demonstrate the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p>Demonstrate the basic non-locomotor movements: reach, bend, rise, twist and turn.</p> <p>Improvise and create</p> <p>Learn and perform simple dance steps from dances in the immediate environment.</p> <p>Demonstrate partner skills such as copying, leading, following and mirroring in movement.</p> <p>Work co-operatively with partners, improvising and composing dance sequences.</p> <p>Work with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.</p> <p>Sing songs found in the immediate environment.</p>	<ul style="list-style-type: none"> • improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns; • plays simple rhythmic patterns on a drum or equivalent; • explores and uses drum hand techniques such as base slap, open slap, muffle. <p>Express own personal sense of identity and uniqueness in any art form.</p> <p>Explore, select and link movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p>Express ideas and stories creatively through movement activities that are guided but open-ended.</p> <p>Collaborate in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</p>
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Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 5 , first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second year and third year.

Task	Term 1-4		
1	Week 3 or 5	<p>Create in 2D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p> <p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p>Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.</p>

		<p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p>Show spontaneity and a creative attitude in art activities.</p>
2	Week 7 or 9	<p>Create in 3D</p> <p>Use basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p>Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p>Differentiate between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p>Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p>Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p>Demonstrate active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p>Discover simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p>	<p>Explore the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.</p> <p>Engage in creative art processes:</p> <ul style="list-style-type: none"> • present images of own world in various media; • use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line. <p>Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> • line, tone, texture, spatial arrangement, contrast, composition; • mixing of primary and secondary colours. • Shares and displays work <p>Create patterns using geometric shapes; discuss rhythm and repetition</p> <p>Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p>

		<p>Use imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p>Experiment with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p>Show spontaneity and a creative attitude in art activities.</p>
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