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2. SEC	CTION 4	

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	• Sing vowels, rhymes and tongue twisters to warm up the voice.
Follow a teacher-directed warm-up routine.	• Warm up the voice with creative games.
Follow a warm up ritual that develops co-ordination and control	Warm up the voice; breathing exercises
• Follow a warm up ritual that develops the controlled and relaxed use	
of the joints, especially the knees, hips and ankles.	Respond in movement to a variety of rhythms and changes in temport
Perform simple relaxation exercises for warming up and cooling	in sounds, songs and stories.
down.	Sing songs found in the immediate environment.
Perform simple relaxation, breathing, resonance, pitch and	• Sing songs and makes music to express a variety of ideas, feelings
articulation exercises when warming up and cooling down the voice	and moods.
and body	• Use voice, body, percussion, natural, found or made instruments to
Cool down exercises; candle melting, balloon deflating	accompany stories, dances and songs.
Build own movement vocabulary using:	• Explore music, movement and voice focusing on tempo:
 locomotor movements such as walk, run leap and gallop; 	• Sing together with the music and dance to the music.
 Non-locomotor movements such as reach, bend, rise. 	• Keeping a steady beat with changes in tempo whilst clapping or
• Demonstrate the eight basic locomotor movements (walk, run, skip,	moving in time to music such as walking in fours, skipping in two's.
hop, leap, jump, gallop, slide), while travelling forward, sideward,	Body awareness exploring space and direction such as below,
backward, diagonally and turning.	behind, above.
• Demonstrate the basic non-locomotor movements: reach, bend, rise,	
twist and turn.	

PERFORMING ARTS Grade 3 : Term 1	
• Sing songs, rounds and canons in a choir to warm up the voice	
Grade 3 : First Year Activities, techniques, notes, etc.	
Week 1-2	Week 3 – 4 (continue)
Teacher takes learners out of the classroom to the play area. The	Uneven Rhythm:
learners run freely around the play area until the teacher blows a	Skip - A combination of a step and a hop on the same foot followed by a
whistle.	step and hop on the other foot. The rhythm is uneven long -short. Long
 Learners stand in a circle and do the following moves: 	(the step) and short (the hop).
 Swing both arms five times forwards and five times 	Gallop - A forward movement where one foot leads the gallop while the
backwards	other foot follows. The lead footsteps with a bent knee and pushes off into
\circ Stand on one leg and swing the other leg to the left and to	the air and landing on the trailing foot. The rhythm is uneven, long -short.
the right.	Long (the step) and short (the landing).
 Switch legs and do same movements. 	Slide - Is similar to a gallop performed with the right or left foot leading.
 Do sidekicks inside and outside the circle. 	The rhythm is uneven, long -short. Long (the step) and short (the
 Rotate the head to the left and to the right 	landing).
The teacher blows a whistle for every movement that begins and	Non Locomotor - These are movements that occur in the body parts or
ends.	the whole body and do not cause the body to travel to another
Learners jog back to the class.	space. However, non-locomotor movements can be combined with
Teacher gives each learner a balloon and gives the learners the	locomotor movements such as a walk and arm swing.
following instructions:	
 When the music starts playing, walk freely. 	Swing - a pendular motion of a body part that can move forward and
 When the music plays louder inflate the balloon 	backward or side to side.
 When the music plays softer deflate the balloons. 	Twist - a partial rotation of body parts around an axis
• The movement must be repeated two times.	Turn - a full rotation of the body around a vertical or horizontal axis. Full,

PERFORMING ARTS Grade 3: Term 1 half or quarter turns Week 3-4 Shake - a short quick vibrating movement in a body part or the whole The teacher will demarcate area beforehand and ask the learners to body. Bend - a flex of a body part at a joint do the following movements : Stretch - extending a body part or the whole body Jump, walk, run forwards and backwards. 0 Wiggle - a small or big, fast or slow curvy movement of a body part or the The learners do the actions freely. The teacher will blow and stop the whistle for every action. whole body. Rock or sway - shift of the body weight forward, backward, side to side or in a circular pathway. **Locomotor Movements** - These are movements where the body travels through space from one location to another. Locomotor movements Week 5-6 primarily use the feet for support however, the body can travel on other parts such as the hands and feet. 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 Even Rhythm: in the air and keep it there for 3 counts. Walk - The walk is a transfer of weight from one foot to the other. Usually Learners hold their breath until the teacher blows a whistle. the heel touches first. Learners repeat the action for the second time and this time the **Run** - The run is a transfer of weight from one foot to the other however, teacher puts toy candles on each tables and learners blow candles the body is propelled into the air and suspended between run steps. holding breath for 6 counts. 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 Week 7-9 off on one foot and land on two or take off from two feet and land one one Teacher revises tempo in music. foot. Learners keep a steady beat with changes in tempo whilst clapping or Hop - The hop requires a push-off from one foot and landing on the same moving in time to music such as walking in fours, skipping in two's. foot. Leap - A leap is performed by pushing off from one foot and landing on

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	Week 5-6
 Teacher places bean bags/ ropes /lines in one row. 	Teacher guides and asks learners to do the following exercises:
Learners run freely around the play area until the teacher blows a	• Sit still, breathe in, hold for I count and breathe out; breathe
whistle.	in hold for 3 counts, breathe out.
Learners stand in one row and do the following:	 Learners hold their hands on their ribs, breathe in deeply and
$_{\odot}$ Walk five steps forward and five steps backwards with arms	out on 6 counts.
stretched out sideways along the rope.	 Learners breathe in deeply and out without pulling up
 Walk zig-zag between the ropes/beanbags 	shoulders
 Jump zig-zag between them 	
 Teacher blows a whistle for every movement that begins and ends. 	Week 7-9
Learners jog back to the class.	Teacher revises body awareness.
• Teacher gives learners instructions before they do the movement:	Learners explore space and directions such as below, behind, above
 When the music starts playing, walk freely. 	using bodies or obstacles
 When the music plays louder shrink slowly 	
 When the music plays louder grow slowly. 	
 The movement is repeated two times. 	
Week 3-4	
Teacher will let learners stand in a circle and do the following	
movements:	

Grade 3 : Term 1 o 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. 	
\circ The teacher will blow and stop the whistle for every action.	
Content: Improvise and interpret	• Develop short sentences of a dialogue discussing children's rights
• Convey feelings and ideas through facial expression and gesture.	and responsibilities.
 Use the voice, gesture and body shape to express feelings and 	• Explore shape and weight using action words and movements such
thoughts.	as crooked, narrow, wide, feathery, pulling a heavy box, etc.
Explore the use of expressive mime to convey ideas and feelings.	Mime different emotions.
Use sensory detail and emotional expression in dramatic activities	Dramatise a situation to show a specific emotion.
such as simple mime showing weight, size and shape.	• Respond in movement to a variety of rhythms and changes in temp
 Express moods and ideas through movement and songs. 	in sounds, songs and stories.
Singing indigenous songs using appropriate movements and	Sing songs found in the immediate environment.
dramatization	• Sing songs and makes music to express a variety of ideas, feelings
• Demonstrate ability to take on a role in drama - teacher stimulated.	and moods.
• Work with others when exploring situations in role.	• Use voice, body, percussion, natural, found or made instruments to
• Adopt and maintain a role, and is able to answer questions in role	accompany stories, dances and songs.
using appropriate language and gesture.	• Explore music, movement and voice focusing on tempo:
• Dramatise social, cultural or environmental issues through the use of	• Sing together with the music and dance to the music.
different drama techniques such as tableaux, verbal dynamic	• Singing indigenous songs using appropriate movements and
sequences or role-plays.	dramatization
• Dramatise, make up short stories based on a box of interesting	
objects.	

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.

Grade 3 : Second Year Activities, techniques, notes, etc.

Week 1-2

- 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......"



Teacher asks learners to dramatise one of the emotions.

 Teacher revises timeline by giving learners the opportunity to talk 	Teacher divides class into small groups of learners, give each group
about themselves, when they at crèche up to Grade 3.	a few minutes to practice an emotion and what caused it before they
 Learners elaborate further about family activities e.g. family 	perform it in class.
feasts/parties, weddings, own birthday party, school activities like	
cultural days.	Week 7-9
 Learners sing indigenous song related to a specific activity for example cultural days. 	• 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
Week 3-4	boys and girls.
 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. 	 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
Week 5-6	It helps with
 Teacher revises action words and movements. 	• The teacher guides and make groups of girls and boys to prepare
 Learners mime the action words and movements for example 	and practice the rhymes before they perform it in class.
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).	

We	Торіс	Content:	Activities, techniques, notes, etc
ek		The learner must be able to:	
1-2	VISUAL ARTS	Grade 3 : First Year	Grade 3 : First Year
	Me and my Timeline	• 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	 Group discussion: learners talk about their own timeline. Teacher shows examples of timelines.
	Visual literacy	 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. 	Learners discuss the timelines and focus on colour materials used and shape.
		 Grade 3 : Second Year 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 Group discussion: learners talk about their timeline at school. Teacher shows examples of timelines at school. Learners discuss the timelines and focus on colou materials used and shape.

	Identify and name important buildings and places in the community.	
Create in 2D	Grade 3 : First Year	Grade 3 : First 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. 	 The teacher asks learners to draw pictures/ sketches of self-showing timeline developmen stages. (The stages can include from a baby, crawling baby, school going age, up to Grade 3).
	 Show spontaneity and a creative attitude in art activities. Draw a picture of self-using different media, thick wax crayons or a chalk. 	Examples of a timeline activity the learners:
		Timeline Of My Life
	Grade 3 : Second Year	Grade 3 : Second Year

VISUAL ARTS GRAD	E 3 Term 1	
	 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. 	 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	 Grade 3 : First 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. Construct using recyclable materials, emphasis on geometric shapes. 	 Grade 3 : First Year 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

VISU	JAL ARTS GRAD	E 3 Term 1	
		 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. 	 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. Suggested examples:
3-4	VISUAL ARTS	Grade 3 : First Year	Grade 3 : First Year
	Me and my Rights and my Responsibilities Visual literacy	 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. 	 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 disuss the
		 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 : Second Year 	images, designs and craft objects in terms of content and materials used. Grade 3 : Second Year

VISUAL ARTS GRAD	E 3 Term 1	
	 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. 	 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	 Grade 3 : First 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. Draw and paint a picture using the colours of the South African Flag and discuss the colours and shapes. 	 Grade 3 : First Year Learners trace the outline of South African map on an A4 chart. Learners trace or colour the coat of arms.

		 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 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 Group discussion on human rights and children's rights and responsibilities. Learners draw pictures about human and children's rights and responsibilities and Image: The second secon
Create in 3D	Grade 3 : First Year	Grade 3 : First Year

VISUAL ARTS GRAD	E 3 Term 1	
	 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. 	 Teacher demonstrates how to make small balls with paper mach The teacher guide and help learners to make small balls with paper maché and make a broach.
	 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. Construct using recyclable materials, emphasis on geometric shapes. 	 Grade 3 : Second Year 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.
VISUAL ARTS	Grade 3 : First Year	Grade 3 : First Year
Create in 2D	• 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 fingerprints. 	 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.
	 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. Create a group activity using handprints. 	 Grade 3 : Second Year 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	 Grade 3 : First Year 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

VISU	JAL ARTS GRAD	E 3 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. Create a family bowling game. 	 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 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 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	 Grade 3 : First Year Respond to and discuss images, designs and craft objects 	Grade 3 : First YearTeacher revises different emotions.
	Emotions	used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and	Teacher shows pictures and photos depicting different emotions.
	Visual literacy	materials used, using appropriate terminology.	• Learners discuss the pictures and photos in terms of content, line, shape and form.

	• 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	Grade 3 : Second Year
	• Respond to and discuss images, designs and craft objects	Teacher revises different emotions.
	used in popular culture, pictures and photographs in terms of	• Teacher shows images, pictures and craft object
	content, line, shape, form, colour, texture, space and	depicting different emotions.
	materials used, using appropriate terminology.	• Learners discuss the pictures, images and craft
	• Respond to images and craft objects used in popular culture,	objects in terms of colour, texture, space and
	pictures and photographs in terms of purpose, content, form,	materials used.
	contrast and meaning.	
	Grade 3 : First Year	Grade 3 : First Year
Create in 2D	• Explore and experiment with a wide variety of art materials,	The teacher gives each learner
	techniques (including waste materials), and colour in a	an outline of a face and asks
	spontaneous and creative way.	them to add the missing parts
	• Experiment with colour, line, texture, tone, shape and space	by drawing
	in various media in two dimensions and three dimensions, to	and painting
	express mood, feelings and ideas.	them to
	• Show spontaneity and a creative attitude in art activities.	make a complete face.
	• Paint own portrait adding features eyes, ears nose etc.	Learners paint a self portrait
		using watercolour and straws.
	Grade 3 : Second Year	Grade 3 : Second Year
		Each learner is asked to draw how he/she feels of the second

VISUAL ARTS GRA	DE 3 Term 1	
	 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. 	 Teacher discusses and demonstrates how to make a personal thermometer. Learners create their own personal thermometer.
Create in 3D	 Grade 3 : First 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. Make fridge magnet depicting emotions. 	 Grade 3 : First Year Teacher demonstrates how to make a fridge magnet using epoxy or resin. Learners create different emotion fridge magnets using epoxy or resin.

VISUAL ARTS GRAD	DE 3 Term 1	
VISUAL ARTS Create in 2D	 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. Create a paper "fortune teller". Grade 3 : First Year Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 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 Teacher revises emotions. Teacher demonstrates how to make a paper "fortune teller". Learners make a paper "fortune teller" showing different emotions. Grade 3 : First Year Teacher revises emotions. Learners create different emotions using froot loops.
	Create different emotions using froot loops.	
	 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. 	 Grade 3 : Second Year Teacher revises emotions. Learners create a friendship or caring card .

	Show spontaneity and a creative attitude in art activities.	
	Create a friendship or caring card.	
Create in 3D	Grade 3 : First Year	Grade 3 : First 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. Create an emotion discovery bottle. 	 Teacher revises emotions. Teacher demonstrates how to make emotion discovery bottles. Learners make an emotion discovery bottle.

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VISU	IAL ARTS GRAD	E 3 Term 1		
		Grade 3 : Second Year	Grade 3 : Second Year	
		• Explore and experiment with a wide variety of art materials,		Teacher revises
		techniques (including waste materials), and colour in a		emotions.
		spontaneous and creative way.	how to teach kids empathy.	Teacher demonstrates
		• Experiment with colour, line, texture, tone, shape and space	iour tos encurs	how to make an empathy
		in various media in two dimensions and three dimensions, to		bracelet.
		express mood, feelings and ideas.	and a second	Learners create an
		• Show spontaneity and a creative attitude in art activities.	· · ·	empathy bracelet
		Create an empathy bracelet.	•	
7-9	VISUAL ARTS	Grade 3 : First Year	Grade 3 : First Year	
	Changes in me	• Respond to and discuss images, designs and craft objects	Teacher discusses the	e differences between boys
		used in popular culture, pictures and photographs in terms of	and girls.	
	Visual literacy	content, line, shape, form, colour, texture, space and	Teacher shows image	es, designs and craft objects
		materials used, using appropriate terminology.	depicting the difference	e between boys and girls.
			Learners discuss the i	images and craft objects in
			terms of content, line,	shape, form and colour.

VISUAL ARTS GRA	 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 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 	 Grade 3 : Second Year Teacher discusses the differences between boys and girls. Teacher shows images, designs and craft objects
	 Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	 reacher 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 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 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 GRAD	E 3 Term 1
	 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. 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	 Grade 3 : First 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. Create a marble game. Create a bottle with sand art. Grade 3 : First Year Teacher discusses different games for boys and girls. Teacher demonstrates how to make a marble game with Greate a bottle with sand art.

VISUAL ARTS GF	RADE 3 Term 1	
		box, popsicle/ice cream sticks and marbles.
		Teacher demonstrates how to make coloured sand
		art.
		Learners create their own bottle of sand art.
		Learners decide which craft they want to do.
	Grade 3 : Second Year	Grade 3 : Second Year
	• Explore and experiment with a wide variety of art materials,	Teacher discusses different games for boys and
	techniques (including waste materials), and colour in a	girls.
	spontaneous and creative way.	Teacher demonstrates how to make a catapult
	• Experiment with colour, line, texture, tone, shape and space	with popsicle/ice cream sticks.
	in various media in two dimensions and three dimensions, to	Learners create their own catapult using a spoon
	express mood, feelings and ideas.	and popsicle/ice
	• Show spontaneity and a creative attitude in art activities.	cream sticks. popsicle stick bracefold
	Make a popsicle /ice cream stick bracelet.	Teacher
	• Create a catapult using popsicle/ice cream sticks.	demonstrates how
		to make a
		popsicle/ice cream
		stick bracelet.
		Craft Stick Catapult Learners make their
		own popsicle/ice cream stick
		bracelet.
		Learners decide which
		craft they want to do.

AL ARTS GRAD	DE 3 Term 1	
		1.1.1.
VISUAL ARTS	Grade 3 : First Year	Grade 3 : First Year
Create in 2D	 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. 	 Teacher discusses different interests of boys and girls and different crafts for boys and girls. Learners create cards using hand- or footprints, Learners Carners Can choose which craft they want do.
	Grade 3 : Second Year	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. Create cards using hand- or footprints. 	

VISUAL ARTS GRAD	E 3 Term 1	
		 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 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 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.

	craft they want to do.
Grade 3 : Second Year	Grade 3 : Second Year
• Explore and experiment with a wide variety of art materials,	Teacher discusses different
techniques (including waste materials), and colour in a	interests of boys and girls and
spontaneous and creative way.	different crafts for boys and girls.
• Experiment with colour, line, texture, tone, shape and space	Learners create a yarn doll.
in various media in two dimensions and three dimensions, to	Learners
express mood, feelings and ideas.	create cars using
• Show spontaneity and a creative attitude in art activities.	popsicle/ice cream sticks.
Create a yarn doll.	Learners can choose whi
Create cars using popsicle/ice cream sticks.	craft they want to do.

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	• Demonstrate the eight basic locomotor movements (walk, run,		
• Follow a teacher-directed warm-up routine.	skip, hop, leap, jump, gallop, slide), while travelling forward,		
• Follow a warm up ritual that develops co-ordination and control	sideward, backward, diagonally and turning.		
• Follow a warm up ritual that develops the controlled and relaxed	• Demonstrate the basic non-locomotor movements: reach, bend,		
use of the joints, especially the knees, hips and ankles.	rise, twist and turn.		
• Warm up the body: circle the hands and ankles; make shapes	Respond in movement to a variety of rhythms and changes in		
with the body such as large and small, wide and narrow.	tempo in sounds, songs and stories.		
• Freeze games focusing on control, eye focus and use of space.	• Explore music, movement and voice focusing on tempo:		
• Perform simple relaxation exercises for warming up and cooling	Sing together with the music and dance to the music.		
down.	Keeping a steady beat with changes in tempo whilst clapping or		
Perform simple relaxation, breathing, resonance, pitch and	moving in time to music such as walking in fours, skipping in		
articulation exercises when warming up and cooling down the	two's.		
voice and body.	• Use voice, body, percussion, natural, found or made instruments		
• Do axial movements: twisting, swinging the arms and side bends	to accompany stories, dances and songs.		
Build own movement vocabulary using:	Copy movements, rhythms and movement patterns.		
\circ locomotor movements such as walk, run leap and gallop;	• Sing songs, rounds and canons in a choir to warm up the voice		
 Non-locomotor movements such as reach, bend, rise. 	• 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.		

Grade 3 : First Year Activities, techniques, notes, etc.			
Week 1-2	Teacher divides learners into two groups and explains the		
Learners walk around	instructions to the leaders.		
 Teacher asks learners to do the following shapes: 	• The leader of the group do specific moves and counts 4 times		
 Make a large and a small circle with their arms. 	before the other learners copy the movements while the teacher		
• Group themselves in 3's and make a star shape.	beats a drum		
 Group themselves in 4's to make a square 	• Teacher beats a drum 4/4 times and the learners must move		
Learners play freeze games – running around and stopping when	accordingly		
they hear the whistle.	 Walk 4 steps left and to the right 		
	 Jump 4 times forwards and backwards, to the 		
Week 3-5	 Clap hands to the left and to the right 		
• The teacher marks a demarcated area beforehand.	 Stamp feet,4 times forwards and backwards 		
Learners do spinal rolls as follows :	 Each movement must be done 4 times according to the 		
 Stand with their arms above their heads. 	beats.		
• Roll their bodies gently down until their fingers touch			
their toes.	Week 8-9		
 Hold on this position on counts of 8 or for a few 	• The teacher teaches learners rhyme about Humming bird:		
seconds and slowly.	I am a little bee hum-hum-hum		
 Roll their backs gently up again. 	All I do is fly hum-hum-hum		
• The movement must be repeated two times.	Can you see my little wings hum-hum-hum		
	They are beating fast hum-hum-hum.		
Week 6-7	• The learners first sing the vowels and thereafter the rhyme		
Grade 3 : Second Year Activities, techniques, notes, etc.	1		
Week 1-2			
The teacher divides the learners into two groups.	Week 6-7		

PERFORMING ARTS Grade 3 : Term 2		
 Each learner has a hoop and they do the following movements: 	• Teacher asks learners to make a circle and choose a leader.	
 Swing the hoops around left wrist, then right wrist. 	Learners move in a circle and copy the following the movements	
 Swing the hoop around left leg then right leg 	of the leader according to the 4/4 drum beats	
 Roll the hoop with the left arm whilst holding the other 	• Teacher beats a drum and learners do movements according to	
hand behind the back.	the beat of the drum:	
• Learners cool down the body and relax by playing games such as	 4 Steps to the right, and to the left 	
"rocking a baby" swaying etc.	 Jump 4 steps forwards holding hands and 4 steps 	
	backwards	
Week 3-5	 Clap hands to the left 4 times and to the right. 	
 The teacher marks a demarcated area beforehand and guide 	 Stamp feet forwards and backwards 4times 	
learners to do the following movements:		
 Walk on their toes with arms stretched out 	Week 8-9	
 Walk on their heels with arms stretched out. 	Teacher divides learners into two groups.	
 Skip sideways 	 One group of learners sing songs and rhymes. 	
 Roll across the room 	One group of learners do tongue twisters.	
 Make a row and do leap frogs. 		
Content: Improvise and interpret	Sing songs found in the immediate environment.	
	• Use voice, body, percussion, natural, found or made instruments	
• Adopt and maintain a role, and is able to answer questions in	to accompany stories, dances and songs.	
role using appropriate language and gesture.	• Explore music, movement and voice focusing on tempo:	
Dramatise social, cultural or environmental issues through the	• Keeping a steady beat with changes in tempo whilst clapping or	
use of different drama techniques such as tableaux, verbal	moving in time to music such as walking in fours, skipping in	
dynamic sequences or role-plays.	two's.	
• Convey feelings and ideas through facial expression and gesture.	 Sing a song using contrasts such as soft and loud; fast and slow 	

PERFORMING ARTS Grade 3 : Term 2		
• Use the voice, gesture and body shape to express feelings and	• Sing songs and makes music to express a variety of ideas,	
thoughts.	feelings and moods.	
• Develop short sentences for dialogue.	• Demonstrate ability to take on a role in drama - teacher	
• Work with others when exploring situations in role.	stimulated.	
• 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.		
Week 1-2	Learners role play an occasion where an entrepreneur develops a	
Teacher reads a dialogue between a butterfly and a bee and	big projects.	
group learners.		
One group discuss how useful and harmful insects can be.	Week 8-9	
• One group discuss which insect is the most important and the less	Teacher divides learners into three groups.	
important and give reasons	Each group of learners role play an emergency situation and	
	demonstrates first aid measures to apply in the situation.	
Week 3-5	Teacher first revises how to apply first aid measures before	
• Teacher allows learners to choose a song that learners must sing	learners role play.	
according to a specific rhythm.	 Group 1 – bleeding 	
Teacher explains the rhythm to the learners.	 Group 2 - choking 	
• Teacher beats the drum loud, learners must sing the lines loud,	 Group 3 -artificial breathing 	
and when the beats are soft and slow, learners sing soft.	 The learners use dolls to practice on. 	
Week 6-7		
Teacher reads a story and explains about recycling, and asks		
learners to think about entrepreneurs in their community.		

Grade 3 : Second Year Activities, techniques, notes, etc.		
 Week 1-2 Teacher divides learners into two groups to debate. One group are butterflies and the other group are bees. 	 Week 6-7 Teacher reads a story about recycling. Teacher chooses learners to dramatise the story about recycling 	
 Learners develop dialogue: which insect is the best. Learners give reasons for their choice. 	 Learners prepare and rehearse the drama before they perform in class. Week 8-9 	
 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. 	 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. 	

We	Торіс	Content:	Activities, techniques, notes, etc
ek		The learner must be able to:	
1-2	VISUAL	Grade 3 : First Year	Grade 3 : First Year
	ARTS Insects Visual literacy	• 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.	 Teacher discusses different insects and the use of the insects. Teacher shows pictures or images of different insects.
	visual includy	 Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. 	 Learners discuss the pictures and images in terms of content, line, shape, form and colour.
		Grade 3 : Second Year	Grade 3 : Second Year
		 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. 	 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 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 Teacher revises insects. Learners create a picture of an insect using finger painting and/or a brush to paint pictures of insects.

VISUAL ARTS GRA	 ADE 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 	 Grade 3 : Second Year Teacher revises insects. Learners draw and paint a picture of an insect.
	insect.	

VISUAL ARTS GR	ADE 3 Term 2		
Create in 3D	 Grade 3 : First Year Explore and experiment with a wide variety of art 	Grade 3 : First Year • Teacher revises	
	 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: 	 insects. Teacher demonstrates how to make insects using polymer clay. Learners create and decorate insects out of polymer clay. 	
	Grade 3 : Second Year	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: create insects using recycled materials. 	 Teacher revises insects. Teacher demonstrates how to make an insect using recycled materials. 	
VISU	JAL ARTS GR	ADE 3 Term 2	
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			Learners create insects using recycled materials
			for example: egg cartons, pipe cleaners or straws.
3-5	VISUAL	Grade 3 : First Year	Grade 3 : First Year
	ARTS	Respond to and discuss images, designs and craft	Teacher revises life cycles.
	Life Cycles	objects used in popular culture, pictures and photographs	• Teacher shows different pictures, images or craft
		in terms of content, line, shape, form, colour, texture,	ariticles of life cycles.
	Visual literacy	space and materials used, using appropriate terminology.	Learners respond to and discuss the images,
		Respond to images and craft objects used in popular	pictures and craft objects in terms of colour,
		culture, pictures and photographs in terms of purpose,	texture, space and materials used.
		content, form, contrast and meaning.	
		Grade 3 : Second Year	Grade 3 : Second Year
		• Respond to and discuss images, designs and craft	Teacher revises life cycles.
		objects used in popular culture, pictures and photographs	• Teacher shows different pictures, images or craft
		in terms of content, line, shape, form, colour, texture,	ariticles of life cycles.
		space and materials used, using appropriate terminology.	Learners respond to and discuss the images,
		Respond to images and craft objects used in popular	pictures and craft objects in terms of purpose,
		culture, pictures and photographs in terms of purpose,	content, form, contrast and meaning.
		content, form, contrast and meaning.	
	Create in 2D	Grade 3 : First Year	Grade 3 : First Year
		• Explore and experiment with a wide variety of art	Teacher revises life cycles.
		materials, techniques (including waste materials), and	• Teacher revises primary and secondary colours.
		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.	Teacher
	Develop craft skills: Use fingerpaint and discuss mixing of primary colours to achieve secondary colours.	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.
	Grade 3 : Second Year	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: Use a brush to paint a picture and discuss the texture and mixing of primary colours to achieve secondary colours. 	 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	Grade 3 : First Year	Grade 3 : First YearTeacher revises life cycles.

	Explore and experiment with a wide variety of art	Teacher demonstrates how to make polymer clay
	 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. 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 way. 	 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. Grade 3 : Second Year Teacher revises life cycles. Learners create and decorate a folded booklet with the life cycle of a butterfly.
	booklet.	
VISUAL	Grade 3 : First Year	Grade 3 : First Year
ARTS	• Explore and experiment with a wide variety of art	Teacher revises life cycles.
	materials, techniques (including waste materials), and	Learners create and decorate a picture of the life
Create in 2D	colour in a spontaneous and creative way.	cycle of a chicken.

VISUAL ARTS GRA	ADE 3 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. Develop craft skills: create a picture of the life cycle of a chicken. 	
	 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. 	 Grade 3 : Second Year Teacher revises life cycles. Learners create a picture of the life cycle of a butterfly using pasta.
Create in 3D	 Show spontaneity and a creative attitude in art activities. Develop craft skills: create a picture of the life cycle of a butterfly using pasta. Grade 3 : First Year 	Grade 3 : First 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. 	 Teacher revises life cycles. Teacher demonstrates how to make a

VISUAL	LARTS GRA	ADE 3 Term 2	
C	create in 3D	 Show spontaneity and a creative attitude in art activities. Develop craft skills: create a model of the life cycle of a pumpkin. 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: create a life cycle windsock. 	 model of the life cycle of a pumpkin. Learners create and decorate a model of the life cycle of a pumpkin using cardboard. Grade 3 : Second Year Teacher revises life cycles. Teacher demonstrates how to make a life cycle windsock. Learners create and decorate life cycle
6-7 V	ISUAL	Grade 3 : First Year	windsocks. Grade 3 : First Year
A R	RTS Recycling Tisual literacy	 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 Respond to and discuss images, designs and craft objects used in popular culture, pictures and photographs 	 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. Grade 3 : Second Year Teacher discusses recycling and craft articles that can be made with recycled material.

VISUAL ARTS GR	ADE 3 Term 2	
	 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. 	 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	Grade 3 : First Year	Grade 3 : First 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: create cards using bottle caps. 	 Teacher revises recycling. Learners create cards using bottle caps.
	Grade 3 : Second Year	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: create cards using recycled materials. 	 Teacher revises recycling. Learners create cards using recycled materials for example pop tabs, buttons and pipe cleaners.
Create in 3D	Grade 3 : First Year	Grade 3 : First Year Teacher revises recycling.

ISUAL ARTS G		
	 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 	eacher emonstrates ow to make owers from ecycled haterials. earners reate flowers sing recycled plastic cold drink bottles.
		e 3 : Second Year
	 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 	eacher revises recyclinig. eacher demonstrate ow to make and ecorate used ontainers. earners make and decorate used containers, water bottles; drinking mugs and pen containers.
VISUAL ARTS		e 3 : First Year eacher revises recycling.

Create in 2D	 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. 	 Teacher demonstrates how to make a gift wr using bottle cork printing. Learners create gift wrap using bottle cork printing.
	 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: create a card using recycled materials. 	 Grade 3 : Second Year Teacher revises recycling. Learners create and decorate cards using old newspapers.
Create in 3D	 Grade 3 : First Year 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

VISU	JAL ARTS GR	ADE 3 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. Develop craft skills: using recycled materials. 	 Teacher revises recycling. Teacher demonstrates how to make decorations using recycled materials. Learners create and decorate ornaments using toilet paper rolls.
		 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: create file organisers using recycled materials. 	 Grade 3 : Second Year 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
8-9	VISUAL ARTS Keeping my body safe	 Grade 3 : First Year 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. 	 wrap. Grade 3 : First Year 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 literacy	Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.	Learners discuss the pictures and images in terr of colour, texture, space and materials.
	Grade 3 : Second Year	Grade 3 : Second Year
	Respond to and discuss images, designs and craft	• Teacher discusses how to keep a body safe.
	objects used in popular culture, pictures and photographs	Teacher shows pictures or images of craft article
	in terms of content, line, shape, form, colour, texture,	depicting the theme of keeping the body safe.
	space and materials used, using appropriate terminology.	Learners discuss the pictures and images in term
	• Respond to images and craft objects used in popular	of purpose, content, form and contrast.
	culture, pictures and photographs in terms of purpose,	
	content, form, contrast and meaning.	
Create in 2D	Grade 3 : First Year	Grade 3 : First Year
	• Explore and experiment with a wide variety of art	• Teacher revises first aid and items needed in a
	materials, techniques (including waste materials), and	first aid box.
	colour in a spontaneous and creative way.	Learners draw
	• Experiment with colour, line, texture, tone, shape and	and paint items
	space in various media in two dimensions and three	needed for first
	dimensions, to express mood, feelings and ideas.	aid box.
	• Show spontaneity and a creative attitude in art activities.	
	• Develop craft items: create drawings and paintings based	BANDADES
	on rules to keep body safe, cut and paste them to make a	
	poster.	

	Grade 3 : Second Year	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: create drawings and paintings 	 Teacher discusses germs and unhealthy situations. Learners create germ monsters with paint and straws.
Create in 3D	Grade 3 : First Year	Grade 3 : First 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: create models of clay. 	 Teacher revises first aid and items needed for a first aid box. Learners create a clay first aid box and decorate it.
	Grade 3 : Second Year	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.	 Teacher revises the human body. Learners trace an outline of a body and cut the shape out. Learners draw body parts and clothes.

ISUAL ARTS GR	ADE 3 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. Develop craft skills: draw and decorate body parts. 	 Learners paste the body parts and clothes on the body and paint the picture.
VISUAL	Grade 3 : First Year	Grade 3 : First Year
ARTS Create in 2D	 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. 	 Teacher revises emergency vehicles. Learners create Toto for the second s
	Grade 3 : Second Year	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.	Teacher revises medical personnel.

	• Experiment with colour, line, texture, tone, shape and	Learners create a
	space in various media in two dimensions and three	picture of a nurse.
	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.	
Create in 3D	Grade 3 : First Year	Grade 3 : First Year
	• Explore and experiment with a wide variety of art	Teacher revises medical personnel.
	materials, techniques (including waste materials), and	Teacher demonstrates how to create a nurse ca
	colour in a spontaneous and creative way.	Learners create
	• Experiment with colour, line, texture, tone, shape and	and decorate a
	space in various media in two dimensions and three	nurse cap.
	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 : Second Year	Grade 3 : Second Year
	• Explore and experiment with a wide variety of art	Teacher revises medicine.
	materials, techniques (including waste materials), and	Learners create and decorate medicine holders
	colour in a spontaneous and creative way.	using recycled materials.
	• 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 medicine holders using recycled materials.	
Assessment		

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.

Content : Creative games and skills	Sing songs found in the immediate environment.
Follow a teacher-directed warm-up routine.	• Sing songs and makes music to express a variety of ideas,
Follow a warm up ritual that develops co-ordination and control	feelings and moods.
Build own movement vocabulary using:	• Use voice, body, percussion, natural, found or made instruments
 locomotor movements such as walk, run leap and gallop; 	to accompany stories, dances and songs.
 Non-locomotor movements such as reach, bend, rise. 	Explore music, movement and voice focusing on tempo:
Demonstrate the eight basic locomotor movements (walk, run,	• Sing together with the music and dance to the music.
skip, hop, leap, jump, gallop, slide), while travelling forward,	• Keeping a steady beat with changes in tempo whilst clapping or
sideward, backward, diagonally and turning.	moving in time to music such as walking in fours, skipping in two
Demonstrate the basic non-locomotor movements: reach, bend,	• Listen to music and dance focusing on tempo, pitch and
rise, twist and turn.	dynamics.
Play games focusing on numeracy and literacy such as number	Convey feelings and ideas through facial expression and gesture
songs, and rhymes, making letter shapes through movement.	• Use the voice, gesture and body shape to express feelings and
Perform simple relaxation exercises for warming up and cooling	thoughts.
down.	• Explore the use of expressive mime to convey ideas and feeling
Perform simple relaxation, breathing, resonance, pitch and	• Use sensory detail and emotional expression in dramatic activitie
articulation exercises when warming up and cooling down the	such as simple mime showing weight, size and shape.
voice and body	• Express moods and ideas through movement and songs.
Combine locomotor and non locomotor movements	

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.		
Week 1-2	Learners do the following movements:	
• Teacher takes learners outside to a play area and allows them to	• Run-run-turn; run forward and backward then shrink.	
walk/run around until the whistle blow.	 Rope skipping in different ways, with left leg, right leg, both 	
• Teacher teach learners a rhyme about numbers: Double rhyme	legs while moving forwards and backwards	
One and one is two	 Group skipping; swing the rope around in the circle and let 	
Two and Two is four	learners jump over it without touching it.	
Three and three is six		
Four and four is eight	Week 6-7	
Five and five is ten,	The teacher plays a familiar song and allow learners to dance	
And now we reached the end.	freely.	
• The learners do the following action while singing the rhymes:	When the teacher play the song again, the learners must move	
 Walk around, bouncing the ball, 	and dance according to the rhythm of the song.	
 Bounce the ball sideways. 	The teacher ask them to move as follows:	
 Bounce the ball crossing legs. 	\circ When the music is fast, stretch their arms and twirl around	
Teacher will blow the whistle at the end of the game.	\circ When the music is slow, they stand still with arms	
	stretched out sideways and do up and down side bends,	
Week 3-5	they first bend to the left then to the right.	
• Teacher takes learners outside the classroom to the play area,		
allows them to run freely until she blows a whistle.	Week 8-9	
	• Teacher introduces the topic for the week: fruit and vegetables and	
	explains the content.	

Grade 3 : Term 3	
	 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.	
Week 1-2	
• Teacher makes two rows of learners and in front of each row put a	Week 6-7
hoop, big ball and a skipping rope in a triangular shape.	The teacher plays a familiar song, learners listen and move and
The learners play the game as follows:	dance according to the rhythm of the song.
• When the teacher blows a whistle the front learners from each row	• The teacher uses a drum to play loud and soft beats, when the
run to the hoops, swing it to make circles 5 times around their	beats are loud learners move and jump as high and when the
waists; then runs to the big ball pick it up and stretch arms above	beats are soft, they squat as low as they can.
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	Week 8-9
catch it; run back to the rows and stand at the back.	Teacher revises fruit and vegetables.
• The second learners do the same movements and are repeated	• Teacher gives learners a few minutes to think about imaginary
until they all got a turn.	objects, gestures, and movement and facial expressions to use
	when miming how to prepare food before they eat. (Actions includ
Week 3-5	cutting, chopping, peeling eat)
The learners do the following movements:	 After every mime action, the rest of the learners guess the name of
 Walk-walk-turn-walk forwards and backwards, shrinks and 	the fruit
stretches up.	

Grade 3 : Term 3 o Run-run-turn-run forward and backwards, shrinks		
stretches up.		
 Run forward- shrink-shrink-stretch-up. 		
Content: Improvise and interpret	Choose and make own movement sentences to interpret the	
	theme.	
 Respond in movement to a variety of rhythms and changes in 	• Use voice and movement spontaneously when playing creative	
tempo in sounds, songs and stories.	drama games.	
• Use voice, body, percussion, natural, found or made instruments	Portray characters and objects from stories using body shapes	
to accompany stories, dances and songs.	and sounds.	
• Explore music, movement and voice focusing on tempo: .	Play at being characters and objects in stories based on local	
 Keeping a steady beat with changes in tempo whilst clapping or 	events or told by the teacher.	
moving in time to music such as walking in fours, skipping in two's.	• Express and describe feelings in response to a drama, story or	
• Clap rhythms in ³ ⁄ ₄ time based on the recorded piece or sound clip	event.	
• Clap rhythms in 4/4 in time, move to music ³ / ₄ or 4/4 time.	Differentiate between different characters in a story and their	
Explore, select and link movements that express feelings and	point of view.	
moods into movement sentences to contribute towards a class	• Dramatise a make believe situation based on a story told by the	
dance	teacher.	
• Express ideas and stories creatively through movement activities	• Work creatively in dance with props, costumes, found and natura	
that are guided but open-ended.	objects and instruments, alone and in groups.	
• Use cans, stones, newspapers, materials, chairs, balls and a large	• Use the voice and body imaginatively in drama exercises and	
variety of objects/props to improvise and compose movement	games.	
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.		

Grade 3 : First Year Activities, techniques, notes, etc.	
Week 1-2	Week 6-7
 Teacher plays a recorded piece of music with a ¾ 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 ¾ time. Week 3-5 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. 	 Teacher narrates a story about the man in the moon. Learners dramatise the story with actions Week 8-9 Teacher revises fruit and vegetables. Teacher displays plastic fruits and vegetables on the table and as learners to choose and demonstrate how to prepare foods through movement sentences, e.g. Chop -chop carrot; cut-cut-cut the potatoes. etc.
 Learners create their own movement sentence depicting the effects of pollution on nature. Grade 2 : Second Year Activities, techniques, notes, etc. 	D
Week 1-2	
 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. 	 Week 6-7 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.
Week 3-5	Week 8-9Teacher revises fruit and vegetables.

	PERFORMING ARTS Grade 3 : Term 3				
•	Teacher guides and helps learners to create movement sentences	Learners choose a fruit or vegetable and create a movement sentence			
	based on pictures of pollution.	about the fruit or vegetable using a describing line of a song to do it.			
•	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.				

We	Торіс	Content:	Activities, techniques, notes, etc
ek		The learner must be able to:	
1-2	VISUAL	Grade 3 : First Year	Grade 3 : First Year
	ARTS	• Respond to and discuss images, designs and craft objects	Teacher discusses Public Safety.
	Public Safety	used in popular culture, pictures and photographs in terms	• Teacher shows images, designs, craft objects,
		of content, line, shape, form, colour, texture, space and	pictures and photographs about Public Safety.
	Visual literacy	materials used, using appropriate terminology.	• Learners discuss and respond to the images and
		Respond to images and craft objects used in popular	craft objects in terms of content, line, shape and
		culture, pictures and photographs in terms of purpose,	form.
		content, form, contrast and meaning.	• Learners respond to the images and craft objects
			in terms of purpose, content and form.
		Grade 3 : Second Year	Grade 3 : Second Year
		• Respond to and discuss images, designs and craft objects	Teacher discusses Public Safety.
		used in popular culture, pictures and photographs in terms	• Teacher shows images, designs, craft objects,
		of content, line, shape, form, colour, texture, space and	pictures and photographs about Public Safety.
		materials used, using appropriate terminology.	• Learners discuss and respond to the images and
		Respond to images and craft objects used in popular	craft objects in terms of colour, terxture, space an
		culture, pictures and photographs in terms of purpose,	materials.
		content, form, contrast and meaning.	Learners respond to the images and craft objects
			in terms of purpose, contrast and meaning.
	Create in 2D	Grade 3 : First Year	Grade 3 : First Year
		Explore and experiment with a wide variety of art	Teacher revises Public Safety.
		materials, techniques (including waste materials), and	
		colour in a spontaneous and creative way.	

VISUAL ARTS GRA	DE 3 TERM 3	
	 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. 	 Learners create pictures of warning Image: Constraint of the second second
	 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: create paintings and/or drawings depicting warnings about dangerous or hazardous situations. 	 Grade 3 : Second Year Teacher revises Public Safety. Learners create pictures depicting warnings about dangerous or hazardous signs.
Create in 3D	 Grade 3 : First Year 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 GRA	DE 3 TERM 3
	 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. 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.
	Grade 3 : Second Year Grade 3 : Second Year
	Explore and experiment with a wide variety of art Teacher revises Public
	materials, techniques (including waste materials), and Safety.
	colour in a spontaneous and creative way.
	Experiment with colour, line, texture, tone, shape and how to make a model of
	space in various media in two dimensions and three a warning sign using
	dimensions, to express mood, feelings and ideas. recycled materials.
	Show spontaneity and a creative attitude in art activities. Learners make models
	• Develop craft skills: make models out of recycled materials. of warning signs using recycled materials for
	example cardboard boxes.
VISUAL	Grade 3 : First Year Grade 3 : First Year
ARTS	Explore and experiment with a wide variety of art Teacher revises
	materials, techniques (including waste materials), and dangers of fires.
Create in 2D	colour in a spontaneous and creative way.
	Experiment with colour, line, texture, tone, shape and a picture of fire
	space in various media in two dimensions and three using water
	dimensions, to express mood, feelings and ideas.

VISUAL ARTS GRA	DE 3 TERM 3	
	 Show spontaneity and a creative attitude in art activities. Develop craft skills: create pictures of flames using different textures. 	colour paint and their hands.
	Grade 3 : Second Year	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 : create a picture of a fireman controlling fire. 	 Teacher revises the dangers of fire. Learners create a picture of a fireman trying to control a fire.
Create in 3D	 Grade 3 : First 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: create a necklace for a whistle using plastic beads. 	 Grade 3 : First Year 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.

VISU	VISUAL ARTS GRADE 3 TERM 3			
		Grade 3 : Second Year	Grade 3 : Second Year	
		• Explore and experiment with a wide variety of art	Teacher revises Public Safety.	
		materials, techniques (including waste materials), and	Teacher	
		colour in a spontaneous and creative way.	demonstrates how	
		• Experiment with colour, line, texture, tone, shape and	to make name tags	
		space in various media in two dimensions and three	using Safety Pins	
		dimensions, to express mood, feelings and ideas.	and beads.	
		• Show spontaneity and a creative attitude in art activities.	Learners create	
		• Develop craft skills: make name tags using safety pins.	name tags using	
			Safety Pins and	
			beads.	
3-5	VISUAL	Grade 3 : First Year	Grade 3 : First Year	
	ARTS	• Respond to and discuss images, designs and craft objects	Teacher discusses Pollution.	
	Pollution	used in popular culture, pictures and photographs in terms	Teacher shows images, designs, craft objects,	
		of content, line, shape, form, colour, texture, space and	pictures and photographs about Pollution.	
	Visual literacy	materials used, using appropriate terminology.	Learners discuss and respond to the images and	
		Respond to images and craft objects used in popular	craft objects in terms of content, line, shape and	
		culture, pictures and photographs in terms of purpose,	form.	
		content, form, contrast and meaning.	Learners respond to the images and craft objects	
			in terms of purpose, content and form.	
		Grade 3 : Second Year	Grade 3 : Second Year	
		• Respond to and discuss images, designs and craft objects	Teacher discusses Pollution.	
		used in popular culture, pictures and photographs in terms	Teacher shows images, designs, craft objects,	
		of content, line, shape, form, colour, texture, space and	pictures and photographs about Pollution.	
		materials used, using appropriate terminology.		

SUAL ARTS GRA	DE 3 TERM 3	
	Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.	 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	Grade 3 : First Year	Grade 3 : First 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: paint pictures depicting pollution. 	 Teacher revises Pollution. Learners paint pictures depicting pollution.
	Grade 3 : Second Year	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 paintings and drawings depicting the effect of pollution on human beings and the environment. 	 Teacher revises causes of pollution. Learners draw or paint a picture depicting the effect of pollution on human beings and the environment.

VISUAL ARTS G	RADE 3 TERM 3	
Create in 3		Grade 3 : First Year
	• Explore and experiment with a wide variety of art	Teacher revises
	materials, techniques (including waste materials), and	pollution.
	colour in a spontaneous and creative way.	Teacher demonstrates
	• Experiment with colour, line, texture, tone, shape and	how to make a model
	space in various media in two dimensions and three	of the polluted earth
	dimensions, to express mood, feelings and ideas.	using play dough.
	Show spontaneity and a creative attitude in art activities.	Learners create a
	Develop craft skills: create a model of the earth using	model of the earth using play dough.
	playdough. Grade 3 : Second Year	Grade 3 : Second Year
	 Explore and experiment with a wide variety of art 	 Teacher revises pollution and causes of pollution.
	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.	

ISUAL ARTS GRA		
	Develop craft skills: make nature prints with clay and natural materials.	 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	 Grade 3 : First 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: create a poster about pollution. 	 Grade 3 : First Year Teacher revises pollution. Learners create a poster about pollution with a motivational quote.
	 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. 	Grade 3 : Second Year

VISUAL ARTS GRAI	DE 3 TERM 3	
	 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. 	 Teacher revises pollution. Learners create a picture using recycled materials.
Create in 3D	 Grade 3 : First 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: create a model of a bird using recycled materials. 	 Grade 3 : First Year Teacher revises pollution. Teacher demonstrates how to make a model of a bird using recycled materials. Learners create a model Image: Second seco
	 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. 	Grade 3 : Second Year

VISU	JAL ARTS GRA	DE 3 TERM 3	
		 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. 	 Teacher revises pollution. Teacher demonstrates how to do garbage art using recycled material.
6-7	VISUAL	Grade 3 : First Year	Grade 3 : First Year
	ARTS	• Respond to and discuss images, designs and craft objects	Teacher discusses space and planets.
	Space	used in popular culture, pictures and photographs in terms	Teacher shows images, designs, craft objects,
		of content, line, shape, form, colour, texture, space and	pictures and photographs about Space and
	Visual literacy	materials used, using appropriate terminology.	planets.
		Respond to images and craft objects used in popular	Learners discuss and respond to the images and
		culture, pictures and photographs in terms of purpose,	craft objects in terms of content, line, shape and
		content, form, contrast and meaning.	form.
			Learners respond to the images and craft objects
			in terms of purpose, content and form.
		Grade 3 : Second Year	Grade 3 : Second Year
		• Respond to and discuss images, designs and craft objects	Teacher discusses space and planets.
		used in popular culture, pictures and photographs in terms	Teacher shows images, designs, craft objects,
		of content, line, shape, form, colour, texture, space and	pictures and photographs about space and
		materials used, using appropriate terminology.	planets.
		Respond to images and craft objects used in popular	Learners discuss and respond to the images and
		culture, pictures and photographs in terms of purpose,	craft objects in terms of colour, texture, space and
		content, form, contrast and meaning.	materials used.

UAL ARTS GRA	ADE 3 TERM 3	
		Learners respond to the images and craft objects in terms of contrast and meaning.
Create in 2D	 Grade 3 : First 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: create paintings and drawings. 	 Grade 3 : First Year Teacher revises planets. Learners draw pictures of space and the planets on paper or fabric.
	 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: create drawings and paintings 	 Grade 3 : Second Year 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 YearTeacher revises planets.

 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. 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 Fexperiment with colour, line, texture, tone, shape and Fexperiment with colour, line, texture, tone, shape and Fexperiment with colour, line, texture, tone, shape and 	VISUAL ARTS GRAD	E 3 TERM 3	
 recycled materials. Grade 3 : Second Year Explore and experiment with a wide variety of att 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 		 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. 	recycled materials. • Learners create a model of a planet using recycled
Develop craft skills: make models of planets with mobiles in the		 recycled materials. 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. 	 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.
Create in 2D Grade 3 : First Year Grade 3 : First Year	Create in 2D	Develop craft skills: make models of planets with recyclable materials and paper maché.	mobiles in the classroom.

VISUAL ARTS GRA	DE 3 TERM 3	
VISUAL ARTS GRAI	 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. 	 Teacher revises space and space rockets. Learners create pictures of rockets with cardboard and straws.
	 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: create a picture of a star constellation. 	 Grade 3 : Second Year Teacher revises space and planets. Learners create a picture of a constellation of stars.
Create in 3D	 Grade 3 : First 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. 	 Grade 3 : First Year Teacher revises space and planets.

		 Show spontaneity and a creative attitude in art activities. Develop craft skills: create rockets using recycled materials. 	 Teacher demonstrates how to make space rockets using recycled materials. Learners create and decorate a space rocket using empty paper towel rolls.
		 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: create a space vehicle using recycled materials. 	 Grade 3 : Second Year 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	 Grade 3 : First Year Respond to and discuss images, designs and craft objects 	Grade 3 : First YearTeacher discusses fruit and vegetables.
	Fruit and vegetables	used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.	 Teacher shows images, designs, craft objects, pictures and photographs about fruit and vegetables.

Visual literacy	Respond to images and craft objects used in popular	Learners discuss and respond to the images and
	culture, pictures and photographs in terms of purpose,	craft objects in terms of content, line, shape and
	content, form, contrast and meaning.	form.
		Learners respond to the images and craft objects
		in terms of purpose, content and form.
	Grade 3 : Second Year	Grade 3 : Second Year
	• Respond to and discuss images, designs and craft objects	Teacher discusses fruit and vegetables.
	used in popular culture, pictures and photographs in terms	• Teacher shows images, designs, craft objects,
	of content, line, shape, form, colour, texture, space and	pictures and photographs about fruit and
	materials used, using appropriate terminology.	vegetables.
	Respond to images and craft objects used in popular	• Learners discuss and respond to the images an
	culture, pictures and photographs in terms of purpose,	craft objects in terms of colour, texture, space a
	content, form, contrast and meaning.	materials.
		Learners respond to the images and craft object
		in terms of.contrast and meaning.
Create in 2D	Grade 3 : First Year	Grade 3 : First Year
	• Explore and experiment with a wide variety of art	Teacher revises fruit and vegetables.
	materials, techniques (including waste materials), and	• Learners draw a picture of a fruit or vegetable
	colour in a spontaneous and creative way.	concentrating
	• Experiment with colour, line, texture, tone, shape and	on the line and
	space in various media in two dimensions and three	shape of the
	dimensions, to express mood, feelings and ideas.	fruit or
	Show spontaneity and a creative attitude in art activities.	vegetable.
	Develop craft skills: make paintings and drawings,	2000
	encouraging awareness of line and shape.	

VISUAL ARTS GRA	DE 3 TERM 3	
	Grade 3 : Second Year	Grade 3 : Second Year
	• Explore and experiment with a wide variety of art	Teacher revises fruit and vegetables.
	materials, techniques (including waste materials), and	• Learners draw a vegetable man and a fruit face.
	colour in a spontaneous and creative way.	Learners paint with appropriate colours of the
	• Experiment with colour, line, texture, tone, shape and	items.
	space in various media in two dimensions and three	
	dimensions, to express mood, feelings and ideas.	4564 (60)
	• Show spontaneity and a creative attitude in art activities.	
	• Develop craft skills: create a picture of a vegetable man or	
	a fruit face.	·
Create in 3D	Grade 3 : First Year	Grade 3 : First Year
	• Explore and experiment with a wide variety of art	Teacher revises
	materials, techniques (including waste materials), and	fruit and
	colour in a spontaneous and creative way.	vegetables.
	• Experiment with colour, line, texture, tone, shape and	Teacher guide
	space in various media in two dimensions and three	learners to
	dimensions, to express mood, feelings and ideas.	prepare paper
	• Show spontaneity and a creative attitude in art activities.	mache round
	• Develop craft skills: create models of fruits and vegetables.	balls and to
		make models of fruit and vegetables.
	Grade 3 : Second Year	Grade 3 : Second Year
	• Explore and experiment with a wide variety of art	Teacher revises fruit and vegetables.
	materials, techniques (including waste materials), and	
	colour in a spontaneous and creative way.	
VISUAL ARTS GRA	DE 3 TERM 3	
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	 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. 	 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 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 Teacher revises fruit and vegetables. Learners create gift wrap using fruit and vegetable printing and paint.
	 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. 	Grade 3 : Second Year

VISUAL ARTS GRAI	DE 3 TERM 3	
	 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. 	 Teacher revises fruit and vegetables. Learners create a painting of fruit using oil pastels.
Create in 3D	 Grade 3 : First 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: create and decorate fruit and vegetables using salt dough and paint. 	 Grade 3 : First Year 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 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 Teacher revises fruit and vegetables. Teacher demonstrates how to make an epoxy fruit hair bobbypin.

	• Experiment with colour, line, texture, tone, shape a	ind • Learners
	space in various media in two dimensions and three	e create an
	dimensions, to express mood, feelings and ideas.	epoxy fruit
	Show spontaneity and a creative attitude in art acti	vities. hair
	• Develop craft activities: create an epoxy fruit hair	bobbypin.
	bobbypin.	
sment		

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	Cool down the body and relax.	
• Follow a teacher-directed warm-up routine.	• Respond in movement to a variety of rhythms and changes in	
Follow a warm up ritual that develops co-ordination and control	tempo in sounds, songs and stories.	
• Warm up, the body using level(high, low and medium) such as	Sing songs found in the immediate environment.	
Crawl like a worm, roller skating	• Keeping a steady beat with changes in tempo whilst clapping or	
Build own movement vocabulary using:	moving in time to music such as walking in fours, skipping in two's.	
 locomotor movements such as walk, run leap and gallop; Non-locomotor movements such as reach, bend, rise. 	Play clapping games with a partner developing focus and coordination.	
• Demonstrate the eight basic locomotor movements (walk, run,	Copy movements and rhythms.;	
skip, hop, leap, jump, gallop, slide), while travelling forward,	• Sing songs and makes music to express a variety of ideas,	
sideward, backward, diagonally and turning.	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	 Fly like birds 	
• Teacher takes learners outside the classroom to the play area and	 Run forwards and backwards 	
allows them to run until the teacher blows a whistle to stop.	 Find a partner and skip with a partner changing directions. 	
• The learners stand still and follow the teacher's instructions to do		
the following actions:	Week 6-7	

PERFORMING ARTS Grade 3 : Term 4	
 Jump as high; then as higher, then as highest as if you are 	Teacher asks learners to form pairs and play familiar clapping
picking an apple from the longest tree.	games.
 Crawl low; then lower; then lowest. 	• Learners do the clapping games with music or a familiar song.
• The teacher repeats each action three times.	
	Week 8-9
Week 4-5	 Teacher plays an action song repeatedly.
• Teacher takes learners out of the classroom to a play area.	Learners listen to the music and explain how it makes make them
• Teacher allows the learners to run around freely until the whistle	feel
blows.	 Learners sing along with the music.
Teacher asks the learners to do the following:	
 Jump like frogs 	
 Gallop like horses 	
Grade 3 : Second Year Activities, techniques, notes, e	tc.
Week 1-3	 Swinging the arms,
• Learners run around the play area until the teacher blows a whistle	 Side bends and jumps,
to stop.	 Rolling down bodies with arms straight above their
• The learners stand still and follow the teacher"s instructions to do	heads and rolling back up etc.
the following actions:	Week 6-7
 Stretch as high as a giraffe eating from the tallest branches 	The teacher allows learners to form pairs or groups and play
of the tree	familiar clapping games.
 Shrink as low as a field mouse nibbling on grass seed. 	The groups take turns to play.
 Each action is repeated three times but with different levels 	
e.g. high/higher/highest.	Week 8-9
	Teacher plays an action song repeatedly.
Week 4-5	 Learners listen to the music, sing along and do actions.

PERFORMING ARTS Grade 3 : Term 4	
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	• Convey feelings and ideas through facial expression and gesture.
Respond in movement to a variety of rhythms and changes in	• Use the voice, gesture and body shape to express feelings and
tempo in sounds, songs and stories.	thoughts.
• Use voice, body, percussion, natural, found or made instruments to	• Explore the use of expressive mime to convey ideas and feelings.
accompany stories, dances and songs.	• Use sensory detail and emotional expression in dramatic activities
• Explore music, movement and voice focusing on tempo: .	such as simple mime showing weight, size and shape.
• Sing songs found in the immediate environment.	• Express moods and ideas through movement and songs.
• Adopt and maintain a role, and is able to answer questions in role	• Perform in a classroom incorporating South African story/song in
using appropriate language and gesture.	classroom.
• Dramatise social, cultural or environmental issues through the use	
of different drama techniques such as tableaux, verbal dynamic	
sequences or role-plays.	
Grade 2 : First Year Activities, techniques, notes,	etc.
Week 1-3	Week 6-7
• Teacher explains about how and where we get food, clothes.	Teacher narrates a short story about working people.
• Teacher reads a short story about sheep and teach learners a song	
about clothes as follows:	

PERFORMING ARTS Grade 3 : Term 4		
Baa-baa black sheep, have you any wool	Teacher explains about different kinds of careers; skilled and	
The following verses are added:	professional jobs, and asks learners to identify different careers and jobs in their local area.	
Moo-moo brown cow, have you leather strong	Group the learners according to different jobs and give them few	
Yes sir- yes sir wide and long	minutes to think and practice to role play the careers before they	
Make it into jackets, make it into shoes	perform in front of the class.	
Make it into what you want you only have to choose		
	Week 8-9	
The learners learn the song in unison, until they get the lyrics correctly.	• Teacher, together with the learners, creates a play sales point in class.	
Week 4-5	Learners role play the etiquette for buying and selling. emphasizing	
 Teacher displays toy animals and learners choose an animal to 	greeting, asking for a prize, thanking each other.	
dramatise its importance to human beings.	Learners take turns in role playing.	
 Learners must first think and practice about how it moves, how it 		
helps people before they perform in front of the class.		
Grade 3 : Second Year Activities, techniques, notes, etc.		
Week 1-3	Week 6-7	
 Learners role play a sheep shearing day situation. 	• Teacher asks learners to form a circle and mime different jobs.	
• The teacher chooses learners to role play but first emphasizes the	• Each learner gets in the circle and mimes a job; the rest must	
production path of cotton to wool and repeat the process of	name the career.	
shearing as follows:	Learners are allowed to use props.	
• Step 1: Catch the sheep and take it to the barn		
• Step 2: Make the sheep to sit on its behind, between the	Week 8-9	
shearer's legs	• Teacher explains how to prepare and plan for an entrepreneurs	
• Step 3: First shear the cotton on the sheep's belly	Day and emphasises the following steps:	

PERFORM Grade 3 :	/ING ARTS Term 4		
0	Step 4: Secondly shear the cotton on its back.	0	Step 1: Decide what product to make.
0	Step 5: When finished, put back the sheep on its legs and	0	Step 2: Plan what is needed to make the product.
	let it run out of its barn.	0	Step 3: Make a shopping list.
0	The teacher gives learners few minutes to practice before	0	Step 4: Add costs and work out prizes.
	they perform in class.	0	Step 5: Make a poster to advertise your group's product.
		0	Step 6: Decide what you will do with the money.
Week 4-5		0	Learners role play different steps in preparing for the
• Teacher discusses reasons why animals are important to people.			Entrepreneurs day.
• Teach	er displays toy animals for learners to choose from.		

• Learners choose one animal to mime.

Ne	Торіс	Content:	Activities, techniques, notes, etc
₽k		The learner must be able to:	
-3	VISUAL	Grade 3 : First Year	Grade 3 : First Year
	ARTS	• Respond to and discuss images, designs and craft objects	Teacher discusses products and processes.
	Products and	used in popular culture, pictures and photographs in terms of	• Teacher shows images, designs, craft objects,
	Processes.	content, line, shape, form, colour, texture, space and	pictures and photographs about products and
	Where does	materials used, using appropriate terminology.	processes.
	food, clothes	Respond to images and craft objects used in popular	Learners discuss and respond to the images and
	and money	culture, pictures and photographs in terms of purpose,	craft objects in terms of content, line, shape and
	come from.	content, form, contrast and meaning.	form.
			Learners respond to the images and craft objects
	Visual literacy		in terms of purpose, content and form.
		Grade 3 : Second Year	Grade 3 : Second Year
		• Respond to and discuss images, designs and craft objects	• Teacher discusses products and processes.
		used in popular culture, pictures and photographs in terms of	• Teacher shows images, designs, craft objects,
		content, line, shape, form, colour, texture, space and	pictures and photographs about products
		materials used, using appropriate terminology.	and.processes.
		Respond to images and craft objects used in popular	Learners discuss and respond to the images and
		culture, pictures and photographs in terms of purpose,	craft objects in terms of colour, texture, space an
		content, form, contrast and meaning.	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
			Teacher revises products and processes.

•	Explore and experiment with a wide variety of art materials,	•	Learners trace
	techniques (including waste materials), and colour in a		and paint a
	spontaneous and creative way.		template of a
•	Experiment with colour, line, texture, tone, shape and space		sheep/ goat/ cow/
	in various media in two dimensions and three dimensions, to		and pig with
	express mood, feelings and ideas.		primary colours
•	Show spontaneity and a creative attitude in art activities.		and paste them
•	Develop craft skills: make drawings and paintings, focusing		together with their
	on line and colour.		products painted in secondary colours.
G	arade 3 : Second Year	Gr	rade 3 : Second Year
•	Explore and experiment with a wide variety of art materials,	•	Teacher explains to learners about mealies
	techniques (including waste materials), and colour in a		production.
	spontaneous and creative way.	•	Teacher revises different steps in the process of
•	Experiment with colour, line, texture, tone, shape and space		growing mealies from the field to the factory.
	in various media in two dimensions and three dimensions, to	•	Learners make drawing sketches for a flow
	express mood, feelings and ideas.		diagram of growing maize.
•	Show spontaneity and a creative attitude in art activities.	0	Step 1: A tractor driver plough the field
•	Develop craft skills: Make drawings and paintings with focus	0	Step 2: Plant seeds on the soil: draw a farmer
	on the body in action, shape and colour.		planting seeds
•	Draw a flow diagram of growing maize.	0	Step 3: Maize grow: draw green long maize.
		0	Step 4: Ripe maize are harvested: draw a farm
			picking out ripe maize from the field and put the
		1	

		 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 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 Teacher revises products and processes. Teacher demonstrate how to make a clay model of an animal with the products they produce. Learners create a clay model of animals and their products .
	 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. 	 Grade 3 : Second Year Teacher revises products and processes. Teacher demonstrates how to make a clay mode of a farmer working in the field

	 Show spontaneity and a creative attitude in art activities. Develop craft skills:Make models of self in own environment using clay and other materials. 	Learners create a clay model of a farmer working on the field.
Create in 2D	 Grade 3 : First 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: create a pumpkin seed mosaic picture. 	 Grade 3 : First Year Teacher revises products and processes. Teacher demonstrates how to make a pumpkin seed mosaic. Learners create a pumpkin seed mosaic.
	 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: create a picture with maize or corn. 	 Grade 3 : Second Year Teacher explains products and processes. Learners create a picture using maize or corn.
Create in 3D	Grade 3 : First Year	Grade 3 : First Year

visi	JAL ARTS GRA		
		• Explore and experiment with a wide variety of art materials, • Teacher revis	ses products
		techniques (including waste materials), and colour in a and processe	es
		spontaneous and creative way. • Teacher dem	onstrates
		• Experiment with colour, line, texture, tone, shape and space how to make	a bracelet
		in various media in two dimensions and three dimensions, to using jellybea	ans.
		express mood, feelings and ideas.	ate a jelly
		Show spontaneity and a creative attitude in art activities.	t
		Develop craft skills: create a jelly bean bracelet.	
		Grade 3 : Second Year Grade 3 : Second	d Year
		• Explore and experiment with a wide variety of art materials, • Teacher revis	ses products and processes.
		techniques (including waste materials), and colour in a	onstrates
		spontaneous and creative way. how to make	a silo using
		• Experiment with colour, line, texture, tone, shape and space recycled mate	erial.
		in various media in two dimensions and three dimensions, to • Learners creaters	ate a silo
		express mood, feelings and ideas. using an emp	oty milk
		• Show spontaneity and a creative attitude in art activities carton and m	aize.
		Develop craft skills: create a silo for maize using recycled	
		materials.	
4-5	VISUAL	Grade 3 : First Year Grade 3 : First Y	ear
	ARTS	Respond to and discuss images, designs and craft objects Teacher discuss	usses creatures and animals that
	Creatures	used in popular culture, pictures and photographs in terms of help us.	
	and animals	content, line, shape, form, colour, texture, space and • Teacher show	vs images, designs, craft objects,
	that can help	materials used, using appropriate terminology. pictures and pictures a	photographs about creatures and
	us	animals that h	nelp us.

	• Respond to images and craft objects used in popular	Learners discuss and respond to the images and
Visual literacy	culture, pictures and photographs in terms of purpose,	craft objects in terms of content, line, shape and
	content, form, contrast and meaning.	form.
		Learners respond to the images and craft object
		in terms of purpose, content and form.
	Grade 3 : Second Year	Grade 3 : Second Year
	Respond to and discuss images, designs and craft objects	Teacher discusses creatures and animals that
	used in popular culture, pictures and photographs in terms of	help us
	content, line, shape, form, colour, texture, space and	• Teacher shows images, designs, craft objects,
	materials used, using appropriate terminology.	pictures and photographs about creatures and
	Respond to images and craft objects used in popular	animals that help us.
	culture, pictures and photographs in terms of purpose,	• Learners discuss and respond to the images an
	content, form, contrast and meaning.	craft objects in terms of colour, texture, space a
		materials.
		• Learners respond to the images and craft objec
		in terms of contrast and meaning.
Create in 2D	Grade 3 : First Year	Grade 3 : First Year
	• Explore and experiment with a wide variety of art materials,	Teacher revises
	techniques (including waste materials), and colour in a	animals and their
	spontaneous and creative way.	products.
	• Experiment with colour, line, texture, tone, shape and space	The teacher gives
	in various media in two dimensions and three dimensions, to	learners drawing
	express mood, feelings and ideas.	papers and asks
	• Show spontaneity and a creative attitude in art activities.	the second second second second

	• Develop craft skills: Make drawings and paintings of animals	them to draw animals and their products.
	and their products.	
	Grade 3 : Second Year	Grade 3 : Second Year
	• Explore and experiment with a wide variety of art materials,	• Teacher revises creatures and animals that h
	techniques (including waste materials), and colour in a	us.
	spontaneous and creative way.	Teacher ask learners to draw a picture of an
	• Experiment with colour, line, texture, tone, shape and space	animal depicting how the animal can help us.
	in various media in two dimensions and three dimensions, to	Examples of the pictures
	express mood, feelings and ideas.	can be : dogs guide us,
	• Show spontaneity and a creative attitude in art activities.	donkeys transport, cow
	• Develop craft skills: make drawings and paintings.	provide with leather for
		shoes and clothes,
		sheep providing with
		wool, birds that sings
		and provides
		companionship
		older people.
<u> </u>		
Create in 3D	Grade 3 : First Year	Grade 3 : First Year
	• Explore and experiment with a wide variety of art materials,	
	techniques (including waste materials), and colour in a	
	spontaneous and creative way.	

VISUAL ARTS GRA	DE 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 a model of an animal. Learners make clay models of an animal.
	Grade 3 : Second Year Grade 3 : Second Year
	• Explore and experiment with a wide variety of art materials, • Teacher revises creatures and animals that help
	techniques (including waste materials), and colour in a us.
	spontaneous and creative way. • Teacher demonstrates how
	• Experiment with colour, line, texture, tone, shape and space to make an animal using
	in various media in two dimensions and three dimensions, to recycled materials.
	express mood, feelings and ideas. • Learners create a horse
	Show spontaneity and a creative attitude in art activities. used for transport using
	Develop craft skills: make models of an animal using recycled materials.
	recycled materials.
Create in 3D	Grade 3 : First Year Grade 3 : First Year
	• Explore and experiment with a wide variety of art materials, • Teacher revises creatures and animals who helps
	techniques (including waste materials), and colour in a us.
	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 dog using pipe cleaners. 	 Teacher demonstrates how to make a dog using pipe cleaners. Learners create a dog using pipe cleaners.
	 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: create a model of an animal using recycled materials 	 Grade 3 : Second Year Teacher revises animals and creatures that help us. Teacher demonstrates how to make a camel using recycled matrials. Learners create a camel using used toilet pape rolls.
Create in 2D	 Grade 3 : First Year 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 Teacher revises creatures and animals that help us.

VISU	JAL ARTS GRA	DE 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 a picture of a sea rescue vessel. 	• Learners create a picture of a sea rescue vessel using primary colours.
		Grade 3 : Second Year	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: 	 Teacher revises creatures and animals that help us. Learners create a picture of a horse with velt, wool and popsicle/ice cream sticks.
6-7	VISUAL	Grade 3 : First Year	Grade 3 : First Year
	ARTS World of work Visual literacy	 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. 	 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.

	Grade 3 : Second Year	Grade 3 : Second Year
	 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. 	 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 an materials. Learners respond to the images and craft objects in terms of contrast and meaning.
Create in 2D	 Grade 3 : First 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; focusing on line, shape and colour, different skills. 	 Grade 3 : First Year Teacher revises different careers. Learners draw different careers; skilled and professional and use colour contrast to differentiate them.
	 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. 	 Grade 3 : Second Year Teacher revises different careers. Teacher discusses tools needed in a toobelt. Learners create a picture of a toolbelt with the different tools needed in the toolbelt.

VISUAL ARTS GRA	DE 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: design a toolbelt. 	
Create in 3D	 Grade 3 : First 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: create a music instrument. 	 Grade 3 : First Year 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 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 Teacher revises careers in music and musical instruments.

	 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. 	 Teacher demonstrates how to make a musical instrument using recycled materials. Learners create a guitar/banjo using recycled materials
VISUAL	Grade 3 : First Year	Grade 3 : First Year
ARTS Create in 2D	 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. 	 Teacher revises different careers. Learners cut out and colour pictures of different careers and stick the pictures on popsicle/ice cream sticks.
	Grade 3 : Second Year	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 	• Teacher revises different careers.

	Show spontaneity and a creative attitude in art activities.	
		bur and cut out pictures depicting ers and dress a paper doll with the
Create in 3D	Grade 3 : First Year Grade 3 : First Year • Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. • Teacher revises caree in the medical profession. • Experiment with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. • Teacher demonstrates how to make nurse hat. • Develop craft skills: create a nurse hat. • Learners creative	rs I
	Grade 3 : Second Year Grade 3 : Second • 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	

VISU	AL ARTS GRA	DE 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 a police hat with a police badge. 	•	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	Grade 3 : First Year	Gra	ade 3 : First Year
	ARTS	• Respond to and discuss images, designs and craft objects	•	Teacher discusses crafts made for an
	l can be an	used in popular culture, pictures and photographs in terms of		entrepreneurs day .
	entrepeneur	content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.	•	Teacher shows images, designs, craft objects, pictures and photographs about crafts made for an
	Visual literacy	• Respond to images and craft objects used in popular		entrepeneurs day.
		culture, pictures and photographs in terms of purpose,	•	Learners discuss and respond to the images and
		content, form, contrast and meaning.		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	Gra	ade 3 : Second Year
		• Respond to and discuss images, designs and craft objects	•	Teacher discusses crafts made for an
		used in popular culture, pictures and photographs in terms of		entrepreneurs day.

VISUAL ARTS GRA	DE 3 Term 4	
	 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. 	 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	 Grade 3 : First 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 relevant to the theme's topic focusing body in action, line, shape colour. 	 Grade 3 : First Year 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.
	 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. 	 Grade 3 : Second Year Teacher divides the class into 4 groups. Each group gets an A3 sheet/chart.

VISUAL ARTS GRAI	 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. 	 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 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 Teacher discusses different craft articles. Teacher demonstrates how to paint on rocks. Learners create animals using rock painting.
	 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. 	 Grade 3 : Second Year Teacher revises different craft articles. Teacher demonstrate how to make articles using recycled materials.

	• Experiment with colour, line, texture, tone, shape and space	Learners create different
	in various media in two dimensions and three dimensions, to	article using tins and plastic
	express mood, feelings and ideas.	bags for entrepreneur day.
	• Show spontaneity and a creative attitude in art activities.	
	Develop craft skills: create articles made from recycled materials.	
Create in 2D	Grade 3 : First Year	Grade 3 : First 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: create articles using recycled materials. 	 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

SUAL ARTS GRAD		
	• Explore and experiment with a wide variety of art materials,	Teacher revises
	techniques (including waste materials), and colour in a	craft articles.
	spontaneous and creative way.	Teacher
	• Experiment with colour, line, texture, tone, shape and space	demonstrates how
	in various media in two dimensions and three dimensions, to	to make bookmarks
	express mood, feelings and ideas.	with ribbon and
	• Show spontaneity and a creative attitude in art activities.	paper clips.
	Develop craft skills: create bookmarks.	Learners create
		bookmarks using
		paper clips and ribbon.
Create in 3D	Grade 3 : First Year	Grade 3 : First Year
	• Explore and experiment with a wide variety of art materials,	Teacher revises different craft articles.
	techniques (including waste materials), and colour in a	Teacher demonstrates how to make a braclet w
	spontaneous and creative way.	beads and
	• Experiment with colour, line, texture, tone, shape and space	string.
	in various media in two dimensions and three dimensions, to	Learners
	express mood, feelings and ideas.	create a
	• Show spontaneity and a creative attitude in art activities.	bracelet
	Develop craft skills: create a bracelet.	using beads
		and string.
	Grade 3 : Second Year	Grade 3 : Second Year
	• Explore and experiment with a wide variety of art materials,	Teacher revises different craft articles.
	techniques (including waste materials), and colour in a	Teacher demonstrates how to make pen
	spontaneous and creative way.	decorations using pipe cleaners.

VISU	JAL ARTS GRAI	DE 3	3 Term 4	
		•	Experiment with colour, line, texture, tone, shape and space	Learners create pen
			in various media in two dimensions and three dimensions, to	decorations using pipe
			express mood, feelings and ideas.	cleaners and feathers.
		•	Show spontaneity and a creative attitude in art activities.	
		•	Develop craft skills: create pen decorations using pipe	
			cleaners.	

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:
 - o 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.

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		
• Follow a teacher-directed warm-up routine.	accompany stories, dances and songs.	
Follow a warm up ritual that develops co-ordination and control	Demonstrate concentration and accurate listening through	
• Follow a warm up ritual that develops the controlled and relaxed	recognising, repeating and creating rhythms and poly-rhythms,	
use of the joints, especially the knees, hips and ankles.	using movement, body percussion and natural instruments.	
• Apply safe dance practice and healthy use of the body by warming	Demonstrate fundamental pulse and echoes rhythms from the	
up and cooling down.	immediate environment using body percussion, instrumental	
Apply safe dance practice and healthy use of the body by good	percussion and movement.	
postural and joint alignment	• Recognise crotchet and minim note values and rests in a short	
• Perform simple relaxation exercises for warming up and cooling	melody.	
down.	Compose and present a short rhythmic pattern that has crotchets	
• Perform simple teacher-directed relaxation, breathing and	crotchet rests, minims, minim rests, quavers and quaver rests	
resonance exercises when warming up and cooling down.	through body percussion.	
• Perform simple relaxation, breathing, resonance, pitch and	• Respond in movement to a variety of rhythms and changes in	
articulation exercises when warming up and cooling down the voice	tempo in sounds, songs and stories.	
and body.	• Clap and stamp number rhythms and rhymes in tempo.	
• Sing songs, rounds and canons in a choir to warm up the voice	• Play rhythm, clapping, skipping and singing games in pairs	
• Sing vowels, rhymes and tongue twisters to warm up the voice.	• Explore the shape, weight and feel of words and sounds in creativ	
	drama games.	

• Sing songs, rounds and response songs in a choir to warm up the	Use voice and movement spontaneously when playing creative
voice	drama games.
• Sing and hum to warm up the voice.	• Participate in drama games - takes turns, waits for signals,
• Follow a warm up ritual to accompany physical warm up using	responds to cues, and shares space.
action songs.	• Respond through drama to stimuli in games and stories, including
• Echo a rhythm by body percussion or by playing on a percussion	making up endings to stories presented by the teacher.
instrument to accompany songs sung together	• Use skills of observation, imitation and exaggeration to create
• Use voice, body and found or made instruments to explore sounds	character and mood in dramatic play and exercises.
and silence related to walking, running, and skipping note values, in	• Use the voice and body imaginatively in drama exercises and
order to explore rhythms and to create sound pictures.	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	
Week 1 : Development of self in the society.	Definition of Body percussion:
Learners warm up the body:	Body percussion is used extensively in music education, because of its
• Do different breathing exercises: Stand upright in a relaxed manner.	accessibility-the human body is the original musical instrument and the
Take deep breaths slowly. Bend forward and touch the ground while	
Take deep breaths slowly. Dend forward and touch the ground while	only instrument that every student possesses. Using the body in this
breathing out. Repeat several times.	manner gives students a direct experience of musical elements, such
breathing out. Repeat several times.	manner gives students a direct experience of musical elements, such
breathing out. Repeat several times.Point and flex muscles while doing breathing exercise.	manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps
breathing out. Repeat several times.Point and flex muscles while doing breathing exercise.	manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps a student internalise rhythmic skills.
breathing out. Repeat several times.Point and flex muscles while doing breathing exercise.Circle wrists and ankles while breathing.	manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps a student internalise rhythmic skills.
 breathing out. Repeat several times. Point and flex muscles while doing breathing exercise. Circle wrists and ankles while breathing. Learners cool down and relax:	manner gives students a direct experience of musical elements, such as beat, rhythm, and metre and helps a student internalise rhythmic skills. Example of body percussion:

Week 3-4: Development of the Self . Changes in boys and girls	Group discussion: revise body percussion and rhythm patterns
• Learners warm up the voice: use songs, sing vowels, rhymes and	Learners perform short rhythm patterns using body percussion
tongue twisters	• Learners do name gamesin groups: Learners say their names with
Learners sing songs use unison, rounds, and call and response	an appropriate rhythm based on the syllables of the name
	Learners do concentration and listening games
Week 5-6: Health and environmental responsibility. Healthy eating	
& dietary habits	Week 8: World at work. The rules of the workplace.
Teacher demonstrates what body percussion is.	• Learners practice name games (e.g. use clapped rhythms and body
Learners do body percussion: keep a steady beat and use of	percussion to explore the meter/accent of the names). Learners say
different timbres (click, clap, stamp)	their names with aan appropriate rhythm based on the syllables of
	the name.
	Learners do concentration and listening games
	Week 9: World of Work. History of money
	• Learners warm up the voice: use songs, sing vowels, rhymes and
	tongue twisters
	Learners sing songs using unison, rounds, and call and response
Grade 4 : Second Year Activities, techniques, notes, o	etc.
Week 1 : Development of self in the society.	Week 7: Health and environmental responsibility. Substance abuse.
Learners warm up the body:	Social responsibility
Do breathing exercises.	Group discussion: revise body percussion and rhythm games.
Co-ordinate isolated body parts such as swinging of arms or	Learners do short rhythm patternsusing body percussion and the
swaying.	rhythms explored in the name game.
	Learners add body percussion to enhance the rhythm.
Learners cool down and relax	• 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, guavers 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-bear meter:	STRONG-weak		
Three-beat meter:	STRONG-weak-weak		
Four-beat meter:			
Grade 4 :	Content : Improvise and	ate	
Build own movemer	nt vocabulary using:	Demonstrate concentration and accurate listening through	
o locomotor mo	ovements such as walk, run lea	d gallop; recognising, repeating and creating rhythms and poly-rhythms	,
 Non-locomot 	or movements such as reach, b	rise. using movement, body percussion and natural instruments.	
• Demonstrate the eig	ht basic locomotor movements	k, run, skip, • Recognise crotchet and minim note values and rests in a shore	rt
hop, leap, jump, gallo	p, and slide), while travelling fo	d, melody.	
sideward, backward,	diagonally and turning.	Respond in movement to a variety of rhythms and changes in	
• Demonstrate the bas	sic non-locomotor movements:	h, bend, tempo in sounds, songs and stories.	
rise, twist and turn.		Clap and stamp number rhythms and rhymes in tempo.	
• Use voice and mover	ment spontaneously when play	reative • Play rhythm, clapping, skipping and singing games in pairs.	
drama games.		Compose and present a short rhythmic pattern that has crotc	hets,
Portray characters a	nd objects from stories using b	hapes and crotchet rests, minims, minim rests, quavers and quaver rests	
sounds.		through body percussion.	
Play at being charact	ers and objects in stories base	local • Recognise time signatures such as four-four and three-four.	
events or told by the	teacher.	Convey feelings and ideas through facial expression and gest	ure.
Express and describ	be feelings in response to a dra	story or • Use the voice, gesture and body shape to express feelings and	d
event.		thoughts.	
Differentiate betwee	n different characters in a story	their point • Explore the use of expressive mime to convey ideas and feeling	ngs.
of view.		Use sensory detail and emotional expression in dramatic activ	-
Explore the shape, v	veight and feel of words and so		
drama games.		 Express own personal sense of identity and uniqueness in any 	y art
Participate in drama	games - takes turns, waits for		
responds to cues, an	d shares space.	Begin to see differences between self and the role being player	ed.

Respond through drama to stimuli in games and stories, including	• Demonstrate ability to take on a role in drama - teacher stimulated.
making up endings to stories presented by the teacher.	• Work with a partner in role, and switch roles in teacher-directed
Use skills of observation, imitation and exaggeration to create	dramatic play.
character and mood in dramatic play and exercises.	• Work with others when exploring situations in role.
Use the voice and body imaginatively in drama exercises and	• Adopt and maintain a role, and is able to answer questions in role
games.	using appropriate language and gesture.
Demonstrate fundamental pulse and echoes rhythms from the	• Dramatise social, cultural or environmental issues through the use
immediate environment using body percussion, instrumental	of different drama techniques such as tableaux, verbal dynamic
percussion and movement.	sequences or role-plays.
• Echo a rhythm by body percussion or by playing on a percussion	Assume both leader and follower roles willingly in dramatic
instrument to accompany songs sung together	activities.
• 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.	
Grade 4 : First Year Activities, techniques, notes, et	C
Week 1: Development of self in the society.	Week 3-4: Development of the Self. Changes in boys and girls
Learners do locomotor movements:	• Learners create short scenes based on appropriate topics, focus or
• Walk, run, skop hop in different directions on own and with a partner	storyline
	• Learners create appropriate characters: show differences between
Locomotor Movements - These are movements where the body	characters and character's point of view in short scenes
travels through space from one location to another. Locomotor	
movements primarily use the feet for support however, the body can	Week 5-6: Health and environmental responsibility.

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 and 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, 'sliceslice' 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
- Shrunken stories
- Debriefed stories
- Summarized stories

Learners do non-locomotor movements:	Prompted stories
Reach, bend, rise on their own and with a partner	
Non Locomotor - These are movements that occur in the body parts or	Week 8: World at work. The rules of the workplace.
the whole body and do not cause the body to travel to another	• Group discussion: revise locomotor and non-locomotor movements.
space. However, non locomotor movements can be combined with	• Learners do locomotor movements: walk, run, skip, hop in different
locomotor movements such as a walk and arm swing.	directions on own and with a partner
	• Learners do non-locomotor movements: reach, bend, rise on their
Swing - a pendular motion of a body part that can move forward and	own and with a partner
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	
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	
Grade 4 : Second Year Activities, techniques, notes, e	tc.
Week 1: Development of self in the society.	• Plot games can help with a variety of narrative needs. They can be
Learners do locomotor movements:	starting points, editing tools, generate stories, style exploring,
Skip/gallop forwards, backwards, sideways and turn in different	alternate endings, settings.
pathways (diagonal, circles, S-shapes, etc.)	• Trust games are all linked to promoting and establishing the
	positive social heath 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:



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 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.

Grade 4 :

Content : Perform and reflect

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

- 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

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

- 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, coordinate arms and legs in time to music

- 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.

- 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:
 - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
 - o 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.

•	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.	 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
•	Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail.	of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
•	 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. 	Assume both leader and follower roles willingly in dramatic activities
Gra	ade 4 : First Year Activities, techniques, notes, etc.	
We	eek 1: Development of self in the society.	Week 3-4: Development of the Self. Changes in boys and girls
•	Teacher discusses positive personal qualities that learners have.	Group discussion by teacher about different dances for boys and
•	Each learner get a chance to dramatise his/her best personal	girls.
	quality.	Group discussion on different costumes for different dances.
•	Brief discussion on what the positive personal quality was that was mimed by the learner.	Create a dance to show the difference between boys and girls for example ballet and gumboot
•	Mime exercises help further develop oral expression and self- esteem. By using attentiveness, students further develop their observational skills through focus and detail.	 Week 5-6: Health and environmental responsibility. Healthy eating & dietary habits Group discussion on different indigenous South African dances. Teacher shows DVD's or pictures of different indigenous South African dances.

• Different positive personal qualities: adaptable; adventurous; affable; affectionate; agreeable; ambitious; amiable; amicable; amusing; brave; bright; broad-minded; calm; careful; charming; communicative; compassionate; conscientious; considerate;	 Learners learn movements from a South African dance, such as gumboot dancing, and others Examples of indigenous South African dances:
 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; 	 Gumboot dance Xibelani dance or shibelani dance Zulu reed dance Kwaito Hip-hop Week 7: Health and environmental responsibility. Substance abuse. Social responsibility Group discussion: revise what Role Play is and how to do a Role Play.
sensitive; shy; sincere; sociable; straightforward; sympathetic; thoughtful; tidy; tough; unassuming; understanding; versatile; warmhearted; willing; witty Grade 4 : Second Year Activities, techniques, notes	 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.
Week 1: Development of self in the society.	Week 3-4: Development of the Self. Changes in boys and girls
 Movement sentences: 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. 	 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

	Week 5-6: Health and environmental responsibility.
Imagery	Healthy eating & dietary habits
Teacher demonstrates to learners what imagery is.	Group discussion on different South African music styles.
Learners use imagery such as crawl like a worm, slither like a	Teacher plays DVD's or CD's with different South African music
snake, fly like a bird.	styles.
	Learners listen to South African music (indigenous and western)
Definitions:	focus on rhythm and beat, 2, 3 or 4 time
• Movement Idea: A created movement that results from a thought or	Learners learn and combine movements from a South African
other motivation.	dance e.g. Indian dance, Pantsula, with appropriate music
• Movement Patterns: Movement composed of the elements of	
dance in a regular arrangement, configuration or design; a dance	Examples of South African music styles:
pattern.	Classical music
• Movement Phrase: A sequence of dance movements making up	South African Hip-hop
part of a choreographic pattern. A dance phrase.	South African Jazz
• Movement Sentence: a Combination of movements such as run-	
stop-turn-reach-drop, to demonstrate a certain emotion or idea as	Week 7: Health and environmental responsibility. Substance abuse.
part of a dance phrase.	Social responsibility
• Movement Sequence: Movements linked together to form a series	Group discussion: Revise different cultural songs and dances.
much like words linked together to form sentences, paragraphs and	Learners perform a cultural song and dance that can be performed at a
essays.	specific ceremony for example a wedding of Freedom Day.
• 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 ho the same object can represent different things and different	
moods. Imagery can also be used to express feelings and thoughts.	

We	Торіс	Content:	Activities, techniques, notes, etc.
ek		The learner must be able to:	
2	Development	Grade 4 : First Year	Grade 4 : First Year
2	Development of the Self Understanding Emotions VISUAL ARTS Create in 3D	 Grade 4 : First 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 	 Grade 4 : First Year Teacher demonstrates how to make a stress ball. Learners make their own stress ball and decorate stress ball with a specific emotion. How to make a stress ball: Materials: Flour
		 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 activitities. 	 Party balloons Glue Empty juice bottle Funnel Moist paper towels Instructions: 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 GRAD	E 4 Term 1	
VISUAL ARTS GRAD	E 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 flour. Make sure that it covers most of the surface of the flour.

VISUAL ARTS GRA	DE 4 Term 1	
		Optional:
		• 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.
	Grade 4 : Second Year	Grade 4 : Second Year
	• Create artworks which demonstrate the translation of own	Teacher demonstrates how
	ideas, feelings and perceptions into three-dimensional	to paint on stones.
	work using appropriate and available materials, with a	Teacher shows examples
	focus on:	of painted stones.
	 line, tone, texture, spatial arrangement, contrast, 	Learners paint different
	composition;	emotions on stones.
	 mixing of primary and secondary colours. 	
	 Shares and displays work. 	How to Paint Rocks Step-by-Step
	• Explore and experiment with a wide variety of art	Look for smooth rounded stones. River stones are
	materials, techniques (including waste materials), and	best. Craft stores will also have a variety of stones.
	colour in a spontaneous and creative way.	• Make sure the stones are nice and clean. Wash it off
	• Participate in art activities in terms of choice and	with some warm water and soap and pat it dry. It can
	organisation of materials, with attention to safety and	also be scrubbed it with an old toothbrush.
	responsible behaviour in the work space.	• Some stones have rough patches on them that will
	• Experiment with colour, line, texture, tone, shape and	make painting a little more difficult. Sand it down with
	space in various media in two dimensions and three	sandpaper, starting with 100 grit and moving to 150
	dimensions, to express mood, feelings and ideas.	and 220 grit until the patch is gone.
	• Show spontaneity and a creative attitude in art activities.	

VISU	IAL ARTS GRAD	E 4 Term 1	
			 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. Materials: 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	Grade 4 : First Year	Grade 4 : First Year
		• Explore and experiment with a wide variety of art	Teacher shows photos and pictures of action
	Development	materials, techniques (including waste materials), and	pictures.
	of the Self	colour in a spontaneous and creative way.	Teacher revises primary and secondary colours.

boys and girls		
	art-making activities and an ability to share art-making	(run, jump, dance, etc.) and discuss primary and
	equipment.	secondary colours, cool and warm colours, shape
Create in 2D	• Discover simple geometric shapes such as circles, lines,	and line.
	triangles and squares, and combines and arranges them	Teacher shows examples of pictures and photos c
	in patterns.	patterns using geometric shapes.
	Use imagination and fantasy to play with and explore	Learners create patterns using geometric shapes;
	shapes, forms, lines, colours and patterns.	>petition
	• Explore the immediate environment using the elementary	8 9 8 8 8 8
	functions of line, shape, colour and contrast in two-	A.F. D.A.
	dimensional and three-dimensional work.	N 12 12 12 12 12 12 12 12 12 12 12 12 12
	Engage in creative art processes:	The sea 2 A A Star
	 present images of own world in various media; 	\$ \$ 80 m 45
	 use the senses and emotions to explore design 	A P X V BY DY
	elements, with emphasis mainly on primary	A SK.
	colours and line.	JAN ONA ERIA
	• Create artworks which demonstrate the translation of own	
	ideas, feelings and perceptions into two-dimensional and	
	three-dimensional work using appropriate and available	KATA BANKE
	materials, with a focus on:	
	 line, tone, texture, spatial arrangement, contrast, 	
	composition;	245 Mill 274 AND
	 mixing of primary and secondary colours. 	

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 rade 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 	 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
•	 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. 	Roober of grinds your reight seed at first . Roober of grinds anth practica

VISU	AL ARTS GRAD	E 4 Term 1	
		• 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:	
		 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 repitition	
5-6	Health and	Grade 4 : First Year	Grade 4 : First Year
	environmental	• Use basic art terminology to explain how content, line,	Teacher commences the lesson by providing visual
	responsibility	colour and shape are used to express feelings and moods	stimulus to learners.
	Healthy eating	in compositions.	Learners observe photographs and objects related
	& dietary	Respond to and discuss images, designs and craft	the 2D and 3D artworks the learners created.
	habits	objects used in popular culture, pictures and photographs	Learners discuss and explore art elements such as
		in terms of content, line, shape, form, colour, texture,	line, primary and secondary colours.
	Visual literacy	space and materials used, using appropriate terminology.	• Learners discuss the emotions that pictures evoke.
		• Differentiate between various art forms such as drawing,	
		painting, architecture, sculpture, design, craftwork, and	
		graphic media.	

VISUAL ARTS GRADE 4 Term 1			
	 Respond to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning. Grade 4 : Second Year 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 of purpose, content, form, contrast and meaning. 	 Grade 4 : Second Year 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	Grade 4 : First Year	Grade 4 : First Year	
Create in 3D	 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. 	 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	E 4 Term 1	
	 Shares and displays work. 	Teacher discusses pattern, geometric shape, line,
	• Explore and experiment with a wide variety of art	surface texture and correct joining techniques
	materials, techniques (including waste materials), and	
	colour in a spontaneous and creative way.	Examples of containers made by clay:
	• 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 activitities.	
		Materials:
		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	
•	Create artworks which demonstrate the translation of own	Demonstration by teacher on working with polymer
	ideas, feelings and perceptions into three-dimensional	clay.
	work using appropriate and available materials, with a	• Teacher shows DVD's and photos to show different
	focus on:	containers made by
	 line, tone, texture, spatial arrangement, contrast, 	polymer clay.
	composition;	Learners create
	 mixing of primary and secondary colours. 	polymer clay
	 Shares and displays work. 	animals, dragons or
•	Explore and experiment with a wide variety of art	pinch pots.
	materials, techniques (including waste materials), and	• Teacher discusses art elements: shape/form, texture
	colour in a spontaneous and creative way.	Teacher demonstrates simple modeling techniques:
•	Participate in art activities in terms of choice and	rolling, pinching, modeling; include surface textural
	organisation of materials, with attention to safety and	treatment
	responsible behaviour in the work space.	Group discussion on the use of tools: safety,
•	Experiment with colour, line, texture, tone, shape and	consideration of others, sharing resources.
	space in various media in two dimensions and three	
	dimensions, to express mood, feelings and ideas.	Materials:
•	Show spontaneity and a creative attitude in art activitities.	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

VISUAL ARTS GRAD	DE 4 Term 1	
		 A proper work surface A baking dish Clay glaze
8 VISUAL ARTS	Grade 4 : First Year	Grade 4 : First Year
World at work The rules of the workplace Create in 2D	 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; 	<text><list-item></list-item></text>

VISUAL ARTS GRADE 4	· Term 1	
	 Term 1 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: 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 rade 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. 	Grade 4 : Second Year • Teacher shows DVD's, and posters with examples of canvasses with pictures. • Learners create a picture on canvass that can be
	 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. 	Learners create a picture on canvass that can be hanged in an office.

VISU	VISUAL ARTS GRADE 4 Term 1				
VISU	JAL ARTS GRAD	 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. 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: 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 			
9	VISUAL ARTS	Create patterns using geometric shapes; discuss rhythm and repetition Grade 4 : First Year Grade 4 : First Year			
	World of Work	 Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional Teacher demonstrate how to fold a sculpture using bank notes. 			

History of	work using appropriate and available materials, with a	Teacher show video's, DVD's and photos of differen
money	focus on:	sculpture and the method how to fold the sculpture.
	o line, tone, texture, spatial arrangement, contrast,	Learners use bank notes to create a sculpture for
Create in 3D	composition;	example a cubus.
	 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 : Second Year	Grade 4 : Second Year
	• Create artworks which demonstrate the translation of own	Group discussion on what origami is.
	ideas, feelings and perceptions into three-dimensional	Teacher demonstrates how to fold an origami
	work using appropriate and available materials, with a	sculpture.
	focus on:	Teacher shows DVD's, pictures or illustrations of
	 line, tone, texture, spatial arrangement, contrast, 	various origami articles and how to fold the article.
	composition;	Learners use bank notes to create an origami
	 mixing of primary and secondary colours. 	sculpture for example an origami heart.
	 Shares and displays work. 	

VISUAL ARTS GRADE	•	Explore and experiment with a wide variety of art	Origami (from <i>ori</i> meaning "folding", and <i>kami</i> meaning
		materials, techniques (including waste materials), and	"paper" is the art of paper folding, which is often
		colour in a spontaneous and creative way.	associated with Japanese culture. In modern usage, the
	•	Participate in art activities in terms of choice and	word "origami" is used as an inclusive term for all folding
		organisation of materials, with attention to safety and	practices, regardless of their culture of origin. The goal is
		responsible behaviour in the work space.	to transform a flat sheet square of paper into a finished
	•	Experiment with colour, line, texture, tone, shape and	sculpture through folding and sculpting techniques.
		space in various media in two dimensions and three	Modern origami
		dimensions, to express mood, feelings and ideas.	practitioners generally
	•	Show spontaneity and a creative attitude in art activitities.	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.

Content : Warm up and play	• Sing songs, rounds and response songs in a choir to warm up
• Follow a teacher-directed warm-up routine.	the voice
• Follow a warm up ritual that develops co-ordination and control	• Sing and hum to warm up the voice.
• Follow a warm up ritual that develops the controlled and relaxed	Follow a warm up ritual to accompany physical warm up using
use of the joints, especially the knees, hips and ankles.	action songs.
Apply safe dance practice and healthy use of the body by	Build own movement vocabulary using:
warming up and cooling down.	\circ locomotor movements such as walk, run leap and gallop
• Apply safe dance practice and healthy use of the body by good	 Non-locomotor movements such as reach, bend, rise.
postural and joint alignment	• Demonstrate the eight basic locomotor movements (walk, run,
• Perform simple relaxation exercises for warming up and cooling	skip, hop, leap, jump, gallop, slide), while travelling forward,
down.	sideward, backward, diagonally and turning.
• Perform simple teacher-directed relaxation, breathing and	• Demonstrate the basic non-locomotor movements: reach, bend
resonance exercises when warming up and cooling down.	rise, twist and turn.
• Perform simple relaxation, breathing, resonance, pitch and	• Explore the shape, weight and feel of words and sounds in
articulation exercises when warming up and cooling down the	creative drama games.
voice and body.	• Use voice and movement spontaneously when playing creative
• Sing songs, rounds and canons in a choir to warm up the voice	drama games.
• Sing vowels, rhymes and tongue twisters to warm up the voice.	• Participate in drama games - takes turns, waits for signals,
	responds to cues, and shares space.

PERFORMING ARTS Grade 4 : Term 2	
 Grade 4: Term 2 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, 	 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.
using movement, body percussion and natural instruments.	
Activities, techniques, notes, etc. Grade 4 : First Year	
Week 1: Development of self in the society. Personal experience of working in a group	 Week 4-6: Health and environmental responsibility. Food, hygiene and storage. Group discussion: revise locomotor and non-locomotor
 Learners warm up the body: Do contrasting movements: use verbal and sound signals such as "Freeze!"; "Go!"; "up!". 	 eroup discussion: revise reconnector and non-reconnector 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	
Do different breathing exercises : Stand upright in a relaxed	
manner. Take deep breaths slowly. Bend forward and touch the	Week 8: World at work. Value and importance of work in fulfilling
ground while breathing out. Repeat several times.	personal needs and potential.
Learners cool down and relax:	Learners warm up by doing breathing and relaxation exercises.
Lie down and repeat the breathing exercise while relaxing the	• Learners do imaginative breathing exercises (such as 'painting'
muscles.	imaginary pictures, inspired by music, with the breath).
• Express moods and ideas through movement such as floating on	
a cloud, feeling sleepy etc.	Week 9: World of Work. How to use money wisely: wants and
	needs.
Week 3: Development of the Self. Good leaders / good followers	
	Revise different rhythm patterns.
Learners warm up the voice:	• Learners warm up the voice: rhythm games that focus on listening
Learners develop articulation (lips, tongue, jaw) through	skills.
imaginative play. Use lots of different sound while playing for	Rhythms games: recall contrasting rhythm patterns
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.	
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.	
Activities, techniques, notes, etc. Grade 4 : Second Year	1

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PERFORMING ARTS Grade 4 : Term 2	
Week 1: Development of self in the society. Personal experience of	Week 4-6: Health and environmental responsibility. Food, hygiene
working in a group	and storage.
Do breathing exercises.	Group discussion: revise locomotor and non-locomotor
• Focus on posture, alignment of knees over the middle toe's when	movements.
bending and pointing feet.	Learners do locomotor and non-locomotor movements with co-
• Develop control, co-ordination, balance and elevation in jumping	ordinated arm movements in time to music
actions with soft landing.	
	Week 8: World at work. Value and importance of work in fulfilling
Learners cool down and relax	personal needs and potential.
Lie down and do breathing exercise.	Group discussion: revise different creative games.
Close eyes and visualize colour as a stimulus.	Learners perform creative gamescombining music and movement
	(e.g. physical movements to describe high/low notes), mimicking
Week 3: Development of the Self. Good leaders / good followers	of sounds in the environment combined with appropriate
• Learners warm up the voice: focus on articulation and vocal tone.	movements.
• Learners use rhymes, songs, creative games and tongue twisters.	• Learners use verbal dynamics to depict wind blowing in the trees,
• Learners use sensory awareness: touch, taste, smell, hearing and	the high and lows of a theme park adventure ride.
sight in dramatic activities such as blindfold activities and broken	• Learners do action songs where they must touch their toe's knees,
telephone game ets.	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 patters, use different timbres.

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

PERFORMING ARTS Grade 4 : Term 2

- 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.

- 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:
 - o 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.

PERFORMING ARTS Grade 4 : Term 2	
 Sing and/or play canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments. 	 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	
 Week 1: Development of self in the society. Personal experience of working in a group 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. 	 Week 3: Development of the Self. Good leaders / good followers 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. Week 4-6: Health and environmental responsibility. Food, hygiene and storage. Group discussion on dynamics in songs such as loud and soft, slow and fast.
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.	 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

Glaue 4. Ie	···· -	Week 8: World at work. Value and importance of work in fulfilling
Examples of	drama techniques:	personal needs and potential.
VOICE		Group discussion on different sounds that can be used in a sound
Pitch	The highness or lowness of a sound	picture.
Pace	The rate at which words are spoken	Group discussion on sounds that can be used for a specific
Pause	Where sound stops, how often and for how long	theme.
Projection	Enables audience to hear the voice	• Learners create sound pictures based on themes (a thunderstorm,
Volume	How loudly/softly the words are spoken	a train journey) using voice, body and found instruments)
Articulation	Clarity of voice	a train journey, using voice, body and round instruments)
Tone	The feeling/emotion in the voice	
Cueing	When to speak	Week 9: World of Work. How to use money wisely: wants and
Inflection	The rise and fall of a voice	needs.
Accent	Particular to a country/society/culture	Learners revise rhythm patterns.
Breathing	To allow a controlled use of voice, to convey a feeling e.g a	Learners revise locomotor movements
	sigh or gasp	Learners perform rhythm patterns combined with locomotor
Repetition	Repeating a sound or words for emphasis	movements such as clapping the rhythm of pony gallops,
Emphasis	Choosing to stress particular words to convey meaning	marching, skipping, etc.
BODY		
Posture	Stance, way of standing	
Gesture	Movement of any part of the body to express idea, feeling or mood	
Body	Ability to select appropriate use of body on stage, choosing	
awareness	to use the whole body, or isolated parts of the body expressively	
Facial	Using the face to show mood, emotion, feeling and	
expression	responses	
Eye contact	Establishing eye contact with another actor or the audience	

PERFORMIN Grade 4 : Te		
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, te	chniques, notes, etc. Grade 4 : Second Year	
Week 1: Dev	velopment of self in the society. Personal experience of	 Group discussion on choice of songs to perform.
working in a g	group	Learners interpret and rehearse South African songs: rounds, call
Group dis	scussion: different themes from the environment that can	and response
be used i	n classroom dramas.	
Group dis	scussion: different themes of own life that can be used in	Week 8: World at work. Value and importance of work in fulfilling
	n dramas.	personal needs and potential.
• Learners	create and perform a classroom dramas: express	Group discussion: different pitch and note values.
feelings a	and portray themes from the environment and own life	Group discussion: appropriate songs to sing to demonstrate
-	collecting rubbish in the neighbourhood', etc.	difference in pitch and note values.
		 Learners sing songs to demonstrate difference in pitch and note
Week 3. Dev	velopment of the Self. Good leaders / good followers	values, using voice and found and natural instruments.
	reads a story that is related to a specific topic.	

PERFORMING ARTS Grade 4 : Term 2		
 Group discussion on what appropriate endings may be for the 	Week 9: World of Work. How to use money wisely: wants and	
existing story.	needs.	
Group discussion on the different characters in every group.	Learners revise movement sentences.	
Learners dramatize in groups: Learners use the existing story	Group discussion: selection of topic and group.	
based on appropriate topics, to develop own endings.	Learners perform a movement sentence showing beginning,	
	middle and end on a selected topic working in small group	
Week 4-6: Health and environmental responsibility. Food, hygiene		
and storage.		
• 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.		
Content : Perform and reflect	• Convey feelings and ideas through facial expression and gesture.	
• Explore the shape, weight and feel of words and sounds in	• Express and describe feelings in response to a drama, story or	
creative drama games.	event.	
• Use voice and movement spontaneously when playing creative	• Use the voice, gesture and body shape to express feelings and	
drama games.	thoughts.	
• Participate in drama games - takes turns, waits for signals,	• Use sensory detail and emotional expression in dramatic activities	
responds to cues, and shares space.	such as simple mime showing weight, size and shape.	
• Respond through drama to stimuli in games and stories, including	• Express own personal sense of identity and uniqueness in any art	
making up endings to stories presented by the teacher.	form.	
• Use skills of observation, imitation and exaggeration to create	• Interpret words, poems, stories and ideas through play, fantasy	
character and mood in dramatic play and exercises.	and the imagination.	
• Use the voice and body imaginatively in drama exercises and	• Explore the use of expressive mime to convey ideas and feelings.	
games.	• 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.		
• 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.		
Week 8: World at work. Value and importance of work in fulfilling		
personal needs and potential.		
Group discussion: revise mime activities.		
Group discussion: different jobs at school.		
Learners mime different jobs at school.		
Week 9: World of Work. How to use money wisely: wants and		
needs.		
• Group discussion: selection of song to perform the dance on.		
Group discussion: different formation and patterns that will be		
• Group discussion, different formation and patterns that will be		

PERFORMING ARTS Grade 4 : Term 2	
 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. 	Learners create own dance on a song about money or work.
Activities, techniques, notes, etc. Grade 4 : Second Year	
 Week 3: Development of the Self. Good leaders / good followers 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 Week 4-6: Health and environmental responsibility. Food, hygiene and storage. Teacher shows DVD's and reads poems about food to help 	 Week 8: World at work. Value and importance of work in fulfilling personal needs and potential. 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.
 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. 	 Week 9: World of Work. How to use money wisely: wants and needs. 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

We	Торіс	Content:	Activities, techniques, notes, etc.
ek		The learner must be able to:	
1	VISUAL ART	Grade 4 : First Year	Grade 4 : First year
	Development	• Use basic art terminology to explain how content, line,	Teacher commences the lesson by providing visua
	of self in the	colour and shape are used to express feelings and moods	stimulus to learners.
	society.	in compositions.	Learners observe photographs and objects with
		Respond to and discuss images, designs and craft	lettering and patterns.
	Personal	objects used in popular culture, pictures and photographs	Teacher shows patterns that are prevalent in
	experience of	in terms of content, line, shape, form, colour, texture,	African art and culture, such as the Ndebele art.
	working in a	space and materials used, using appropriate terminology.	Teacher takes learners for a walk outside
	group	• Differentiate between various art forms such as drawing,	to explore patterns in nature.
		painting, architecture, sculpture, design, craftwork, and	• Teacher explains that patterns are developed by
	Visual literacy	graphic media.	repetition of the same shape.
		Respond to images and craft objects used in popular	
		culture, pictures and photographs in terms of purpose,	
		content, form, contrast and meaning.	
		Grade 4 : Second Year	Grade 4 : Second Year
		• Use basic art terminology to explain how content, line,	Teacher commences the lesson by providing visua
		colour and shape are used to express feelings and moods	stimulus to learners.
		in compositions.	Learners observe photographs and objects with
		Respond to and discuss images, designs and craft	patterns.
		objects used in popular culture, pictures and photographs	• Learners discuss difference between patterns in
		in terms of content, line, shape, form, colour, texture,	African art and art in other countries.
		space and materials used, using appropriate terminology.	

VISU	ISUAL ARTS GRADE 4 Term 2		
		 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. Teacher shows photographs of different wall art in countries and look at the differences between different cultures. 	
2	Development	Grade 4 : First Year Grade 4 : First Year	
	of the Self Relationships with different people (peers, strangers older people, supervisors) VISUAL ARTS Create in 2D	 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 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. 	
		 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 activitities. 	



•	Create artworks which demonstrate the translation of own	Demonstration by teacher: technique to do potato
	ideas, feelings and perceptions into three-dimensional	print.
	work using appropriate and available materials, with a	 Teacher shows DVD's and photos to show
	focus on:	different patterns of potato print and the techniques
	 line, tone, texture, spatial arrangement, contrast, 	that can be uses.
	composition;	Group discussion on tools and equipment that is
	 mixing of primary and secondary colours. 	used in potato print.
	 Shares and displays work. 	Learners use a potato print pattern to create place
•	Explore and experiment with a wide variety of art	mats on fabric.
	materials, techniques (including waste materials), and	
	colour in a spontaneous and creative way.	Tools and equipment:
•	Participate in art activities in terms of choice and	Rectangles of cotton or linen fabric; Sewing machine,
	organisation of materials, with attention to safety and	thread, scissors, iron; A bag of potatoes; A small,
	responsible behaviour in the work space.	sharp, smooth (not serrated) knife; Fabric paint;
•	Experiment with colour, line, texture, tone, shape and	Paintbrush; Pencil and ruler
	space in various media in two dimensions and three	Method:
	dimensions, to express mood, feelings and ideas.	• Place two fabric rectangles right sides together.
•	Show spontaneity and a creative attitude in art activities.	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

VISU	JAL ARTS GRAD	E 4 Term 2	
			 shape. It should protrude by 1cm. It helps to cut the whole stamp into a block shape too. 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. 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. Examples of potato
4-6	Visual literacy	Grade 4 : First Year	Grade 4 : First Year
	Health and	Create artworks which demonstrate the translation of own	• Teacher shows DVD's, photographs and pictures
	environmental	ideas, feelings and perceptions into three-dimensional	with various fridge magnets.
	responsibility	work using appropriate and available materials, with a focus on:	• Demonstration by teacher on how to make a fridge magnet.

Food, hygiene	o line, tone, texture, spatial arrangement, contrast,	Learners make a fruit fridge magnet to use on the
and storage	composition;	fridge with a shopping list.
	 mixing of primary and secondary colours. 	Tools and Equipment
Create in 3D	 Shares and displays work. 	Pictures from books or photos; Photo or paper
	• Explore and experiment with a wide variety of art	punch; Scissors; Glue; Glass gem; Magnet
	materials, techniques (including waste materials), and	
	colour in a spontaneous and creative way.	Method:
	Participate in art activities in terms of choice and	Choose the backing. Use a photo, old books,
	organisation of materials, with attention to safety and	maps, patterned paper (including wrapping pape
	responsible behaviour in the work space.	newspaper, junk mail, cereal boxes, or anything
	• Experiment with colour, line, texture, tone, shape and	with an interesting image/pattern printed on it.
	space in various media in two dimensions and three	• Wash & dry the glass gems using warm, soapy
	dimensions, to express mood, feelings and ideas.	water. Rinse thoroughly. This will remove any
	• Show spontaneity and a creative attitude in art activities.	residue from the glass and allow for the best
		adhesion of the glue to the glass. Using a photo
		paper, punch a hole in it with a 1.25" hole punch
		placing the hole over images in magazines, cere
		boxes, newspapers, books, or other sources. Th
		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 selected of the sele
		size down so it will fit into the hole punch. Be sur
		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-pund

VISU	VISUAL ARTS GRADE 4 Term 2		
		is	used upside down; this way the final cut can be
		se	en. It will show a nice round cut-out of the
		im	age. If scissors is used for the cut-out, use a
		cir	cular object to outline the image.
		• Ac	d a bit of glue to the back of the glass
		ge	m. Spread it thin! Remove the excess when
		ap	plying the image. Spread the glue very lightly
		ov	er the entire back of the glass gem.
		• Ap	oply the image face down.
		• Ar	oply 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!

	 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. Examples of fruit fridge magnets
Grade 4 : Second Year	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. 	 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.

	Explore and experiment with a wide variety of art Pictures from books or
	materials, techniques (including waste materials), and photos; Photo or paper
	colour in a spontaneous and creative way.
	Participate in art activities in terms of choice and Glass gem; Magnet
	organisation of materials, with attention to safety and
	space in various media in two dimensions and three Examples of fridge
	dimensions, to express mood, feelings and ideas. magnets
	Show spontaneity and a creative attitude in art activitities.
VISUAL ART	Grade 4 : First Year Grade 4 : First Year
	Create artworks which demonstrate the translation of own Group discussion on recycling.
Create in 2D	ideas, feelings and perceptions into three-dimensional • Demonstration by teacher on recycling of CD's.
	work using appropriate and available materials, with a • Teacher shows DVD's and photos to show
	focus on: different articles made with recycled CD's.
	 line, tone, texture, spatial arrangement, contrast, composition; Learners make an article using recycled CD's.
	 mixing of primary and secondary colours. Tools and Equipment
	 Shares and displays work. Recycled CD's or DVD's; sandpaper; glue; felt.
	Explore and experiment with a wide variety of art Scissors; matte varnish; stencils
	materials, techniques (including waste materials), and
	colour in a spontaneous and creative way. Method:
	Participate in art activities in terms of choice and Sand the shiny side of the CD/DVD's enough to
	organisation of materials, with attention to safety and rough them up and remove the coating

VISUAL ARTS GRAD	DE 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 activitities. 	 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 neede. 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.

VISU	JAL ARTS GRAD	E 4 Term 2
		 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. Teacher shows DVD's and photos to show different recycled articles with a nature theme. Learners make a recycled article with a nature theme. Example of a recycled article with a nature theme using plastic bottles and old puzzle pieces.
7	Social responsibility Human Rights and Responsibility VISUAL ARTS Create in 3D	Grade 4 : First YearGrade 4 : First 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 : First 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.• Teacher shows DVD's, photos and pictures of beaded articles with the colours of the South African flag. • Learners make a beaded jewelry article with the colours of the South African flag for example
		 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.

VISUAL ARTS GRADE	4 Term 2	
•	space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.	Tools, Equipment and method: Patterns of jewelry are available at craft shops and on the internet. Example of beaded earrings with the colours of the South African flag.
G	Grade 4 : Second Year	Grade 4 : Second Year
•	Create artworks which demonstrate the translation of own	 Teacher shows DVD's, photos and pictures of
	ideas, feelings and perceptions into three-dimensional	beaded articles with the colours of the South
	work using appropriate and available materials, with a	African flag.
	focus on:	• Demonstration by teacher on beading of articles.
	 line, tone, texture, spatial arrangement, contrast, 	• Learners make a beaded article with the colours of
	composition;	the South African flag for example a South African
	 mixing of primary and secondary colours. 	flag keyring.
	 Shares and displays work. 	
•	Explore and experiment with a wide variety of art	Tools, equipment and method: patterns and
	materials, techniques (including waste materials), and	equipment are available at craft shops and on the
	colour in a spontaneous and creative way.	internet.
•	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 activitities. Show spontaneity and a creative attitude in art activitities.
Assessment	10

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	
Content : Warm up and play	Build own movement vocabulary using:
Follow a teacher-directed warm-up routine.	 locomotor movements such as walk, run leap and gallop;
Follow a warm up ritual that develops co-ordination and control.	 Non-locomotor movements such as reach, bend, rise.
Follow a warm up ritual that develops the controlled and relaxed	• Demonstrate the eight basic locomotor movements (walk, run,
use of the joints, especially the knees, hips and ankles.	skip, hop, leap, jump, gallop, slide), while travelling forward,
Apply safe dance practice and healthy use of the body by	sideward, backward, diagonally and turning.
warming up and cooling down.	• Demonstrate the basic non-locomotor movements: reach, bend
Apply safe dance practice and healthy use of the body by good	rise, twist and turn.
postural and joint alignment.	• Explore, select and link movements that express feelings and
Perform simple relaxation exercises for warming up and cooling	moods into movement sentences to contribute towards a class
down.	dance.
Perform simple teacher-directed relaxation, breathing and	Express ideas and stories creatively through movement activitie
resonance exercises when warming up and cooling down.	that are guided but open-ended.
Perform simple relaxation, breathing, resonance, pitch and	• Explore movement characteristics of animals, people, machines
articulation exercises when warming up and cooling down the	and nature.
voice and body.	• Use cans, stones, newspapers, materials, chairs, balls and a large
Explore the shape, weight and feel of words and sounds in	variety of objects/props to improvise and compose movement
creative drama games.	sequences.
Use voice and movement spontaneously when playing creative	• Work creatively in dance with props, costumes, found and natura
drama games.	objects and instruments, alone and in groups.

PERFORMING ARTS

Gr	ade 4 : Term 3		
٠	Participate in drama games - takes turns, waits for signals,	•	Think about and show how people and animals move.
	responds to cues, and shares space.	•	Collaborate in imaginative use of simple props as stimulus
•	Respond through drama to stimuli in games and stories, including		material, showing how the same object can represent different
	making up endings to stories presented by the teacher.		things and different moods.
•	Use skills of observation, imitation and exaggeration to create	•	Demonstrate fundamental pulse and echoes rhythms from the
	character and mood in dramatic play and exercises.		immediate environment using body percussion, instrumental
•	Use the voice and body imaginatively in drama exercises and		percussion and movement.
	games.	•	Echo a rhythm by body percussion or by playing on a percussion
•	Convey feelings and ideas through facial expression and gesture.		instrument to accompany songs sung together.
•	Express and describe feelings in response to a drama, story or	•	Use voice, body and found or made instruments to explore sounds
	event.		and silence related to walking, running, and skipping note values,
•	Use the voice, gesture and body shape to express feelings and		in order to explore rhythms and to create sound pictures.
	thoughts.	•	Use voice, body, percussion, natural, found or made instruments
•	Explore the use of expressive mime to convey ideas and feelings.		to accompany stories, dances and songs.
•	Use sensory detail and emotional expression in dramatic activities	•	Demonstrate concentration and accurate listening through
	such as simple mime showing weight, size and shape.		recognising, repeating and creating rhythms and poly-rhythms,
•	Express own personal sense of identity and uniqueness in any art		using movement, body percussion and natural instruments.
	form.	•	Sing songs, rounds and canons in a choir to warm up the voice.
		•	Sing vowels, rhymes and tongue twisters to warm up the voice.
Ac	tivities, techniques, notes, etc. Grade 4 : First Year	1	
We	eek 1-2: Development of self in the society. Abilities, interests	We	eek 4: Development of the Self. Body changes.
an	d potential.	•	Learners revise locomotor and non-locomotor movements.
Le	arners warm up the body:	•	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 do non loco motor movements: turn, fall, stamp, kick on their own and with a partner.
 Learners land softly through the feet (toe-ball-heel, bending knees) while they hop, skip, jump and leap. 	 Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts. Group discussion: revise poly rhythms and body percussion.
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	Learners do poly rhythms using body percussion and/or percussion instruments.
heavy on the floor, etc. Week 3: Development of the self. Peer pressure, bullying, child	 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
 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). 	 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.
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	

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	
Week 1-2: Development of self in the society. Abilities, interests	Week 4: Development of the Self. Body changes.
and potential.	Learners revise movement sequences.
Learners warm up the body:	 Learners do movement sequences to develop relationships in
Learners combine body parts and isolations e.g. make circles with	small groups, leading with different body parts and considering
wrists and hips simultaneously.	eye contact and focus
 Learners link movements in short movement sentences and 	
remembering them.	Week 5: Health and environmental responsibility. HIV & AIDS
 Learners run and combine the running with spinning movements. 	education. Basic facts.
	Group discussion: revise poly rhythms and body percussion.
Learners cool down and relax	Learners use body percussion and/or percussion instruments to
Learners stretch slowly in different directions with slow and	accompany South African music (recorded or live), focusing on
soothing music.	cyclic (circular) rhythm patterns.
Week 3: Development of the self. Peer pressure, bullying, child	Week 8: World at work. The Rules of the Workplace and what I am
abuse and violent situations.	NOT allowed to do at work.
Group discussion: revise what a drama game is and the different	Group discussion: revise different warm up routines.
drama games that can be performed.	• Learners warm up the voice: learners focus on expressiveness
Learners take part in drama games: concentration and focus	and involvement in poetry, rhymes and creative drama games.
games such as mirror games, etc.	Learners explore words depicting locomotion, direction and
Learners take part in drama games: observation and	antonyms such as up/down.
concentration skills: drama activities like building a mime	
sequence in pairs, etc.	

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

- **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.

Activities, techniques, notes, etc.

Grade 4 : First Year

Week 1-2: Development of self in the society. Abilities, interests and potential.

• Group discussion: how to make a simple puppet using waste material.



Sing songs and **make** music to express a variety of ideas, feelings and moods.

Week 4: Development of the Self. Body changes.

- 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.

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

PERFORMING ARTS Grade 4 : Term 3

- 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.



- 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.

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

- 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'.

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

Examples of puppets using waste material (above)

- 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).

Activities, techniques, notes, etc. Grade 4 : Second Year

Week 1-2: Development of self in the society. Abilities, interests and potential. Group discussion: Revise movement sentences. Group discussion: Revise movement sentences. Group discussion: Revise movement sentences.

• Learners perform classroom dramas: learners illustrate different characters through vocal and physical characterisation e.g.

• Learners create a movement sentence in small groups and use it	moving and speaking as the mother, the grandfather, the doctor,
to make patterns.	etc.
Learners compose cyclic rhythm patterns based on South African	
music. Learners focus on appropriate tempo /dynamic choices.	Week 5: Health and environmental responsibility. HIV & AIDS education. Basic facts.
Cyclical is used to describe things that are regularly patterned or that	Group discussion on poetry and how to combine poetry with
occur in regular intervals. The root of cyclical is "cycle" which means	movement sequences.
movement in a circular fashion, or the circular fashion itself.	Learners perform poetry in groups e.g. choral verse combined with movement and gestures.
Week 3: Development of the self. Peer pressure, bullying, child	Learners do movement sequences: explore verbal dynamics in
abuse and violent situations.	words such as action words, directional words (words conveying a
Group discussion: revise mime techniques.	straight, turning or broken movement).
Learners perform simple mime; imitating everyday activities	
focusing on weight and shape, such as picking up a 'heavy rock'	Week 8: World at work. The Rules of the Workplace and what I am
or a 'light feather', etc.	NOT allowed to do at work.
	Group discussion: revise movement sequences.
Week 4: Development of the Self. Body changes.	Learners do movement sequences:explore verbal dynamics in
Group discussion: revise drama techniques.	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 o
	words e.g. rustle, quiver, swish, explode, etc.
Content : Perform and reflect	Differentiate between high and low, long and short, loud and soft
• Begin to see differences between self and the role being played.	sounds.
Demonstrate ability to take on a role in drama - teacher	• Explain how tempo, duration and dynamics have been used in
stimulated.	songs and music to express feelings and moods.

PERFORMING ARTS	
Grade 4 : Term 3 Work with a partner in role, and switch roles in teacher-directed	• Sing and/or play South African songs from various cultures with
dramatic play.	appropriate rhythm, tempo and dynamics.
 Work with others when exploring situations in role. 	 Respond in movement to a variety of rhythms and changes in
 Adopt and maintain a role, and is able to answer questions in 	tempo in sounds, songs and stories.
role using appropriate language and gesture.	
• Dramatise social, cultural or environmental issues through the	Sing songs found in the immediate environment.
use of different drama techniques such as tableaux, verbal	• Sing songs and make music to express a variety of ideas,
dynamic sequences or role-plays.	feelings and moods.
Assume both leader and follower roles willingly in dramatic	• Sing and/or play canons, rounds and two-part songs with other
activities.	learners, using natural, manufactured and found instruments.
• Convey feelings and ideas through facial expression and gesture.	• Sing and/or play South African songs from various cultures with
• Express and describe feelings in response to a drama, story or	appropriate rhythm, tempo and dynamics
event.	• Participate in simple dances based on formations and patterns.
• Use the voice, gesture and body shape to express feelings and	• Learn and perform simple dance steps from dances in the
thoughts.	immediate environment.
Use the voice and body imaginatively in drama exercises and	• Identify and describe the many kinds of dances in South Africa.
games.	• Learn, interpret and perform dances from South African culture
• Explore the use of expressive mime to convey ideas and feelings.	with competence and appropriate style.
• Use sensory detail and emotional expression in dramatic activities	• Work creatively in dance with props, costumes, found and natural
such as simple mime showing weight, size and shape.	objects and instruments, alone and in groups.
• Express own personal sense of identity and uniqueness in any art	Demonstrate partner skills such as copying, leading, following
form.	and mirroring in movement.
 Interpret words, poems, stories and ideas through play, fantasy 	Work co-operatively with partners, improvising and composing
and the imagination.	dance sequences.
• Listen and move creatively to music, stories, songs and sounds.	

Sing tunes rhythmically and at varying tempo and loudness.	
Activities, techniques, notes, etc. Grade 4 : First Year	
Week 3: Development of the self. Peer pressure, bullying, child	Learners create a poem about a specific theme for example aids
abuse and violent situations.	and perform it in front of the class.
Group discussion: revise role play techniques.	
Learners perform role play situations of bullying as well as how to	Basic steps to write a poem:
handle this situation successful.	Step 1 – Choose a topic
Group discussion: was the handling of the situation successful?	Step 2 – Ask questions
Were there other solutions to the problem?	Step 3 – Start writing the poem
	Step 4 – Finish the first draft
Week 4: Development of the Self. Body changes.	Step 5 – Review and rewrite
Group discussion: revise different drama techniques.	Step 6 – Continue the journey by writing the next poem
Learners build a drama from a stimulus: Learners develop	
storyline (beginning/ middle/ end).	Week 8: World at work. The Rules of the Workplace and what I am
Group discussion: revise different sound pictures.	NOT allowed to do at work.
Learners perform sound pictures for the drama: learners use	Group discussion: revise different dance steps.
instruments (body percussion, self-made, found, traditional) to	• Learners create their own dance: learners choose a dance art
create a soundtrack for the drama.	form for example ballet or ball room.
Week 5: Health and environmental responsibility. HIV & AIDS	
education. Basic facts.	
 Group discussion: basic steps to write a poem. 	
• Teacher reads poems about a specific theme to the class for	
example aids.	
Activities, techniques, notes, etc. Grade 4 : Second Year	

PERFORMING ARTS Grade 4 : Term 3	
Week 3: Development of the self. Peer pressure, bullying, child	Basic steps for songwriting:
abuse and violent situations.	Step 1: Sum up what the song is about in one short sentence.
Group discussion: revise different drama techniques.	Knowing what theme the song is bases around will help with the future
• Group discussion on "child abuse" and solutions for child abuse.	steps of choosing the right chords and melodies. If the song is sad,
• Group discussion: learners decide on a topic for drama as well as	there will be more minor chords and melodies constructed using the
different characters in the drama.	minor scale.
• Learners create a drama with "child abuse" as a theme. Learners	Step 2: Get a chord progression.
show different situations that count as child abuse as well as	There are two options:
solutions.	• Play the same chords for the entire song i.e. same chords for
	verse, chorus etc.
Week 4: Development of the Self. Body changes.	Play different chords for verse, chorus, bridge etc.
Group discussion: revise different drama techniques.	Both options work perfectly and many successful songs have been
Learners build a drama from a stimulus: Learners develop	written using both methods.
storyline (beginning/ middle/ end).	Step 3: Create a melody.
• Learners use pictures, objects, words, stories, newspaper articles,	Step 4: Add lyrics to the melody.
real life situations as stimulus to develop a drama. Focus on the	
'WHAT'? - question. What is happening? How the story begins	Week 8: World at work. The Rules of the Workplace and what I am
and ends? Start off with an improvisation to develop the	NOT allowed to do at work.
framework of the drama.	Group discussion: revise different dance steps.
	Group discussion: revise different traditional dances.
Week 5: Health and environmental responsibility. HIV & AIDS	Teacher shows DVD's with different traditional dances to show
education. Basic facts.	learners the different steps used in the dances.
Group discussion: basic steps to write a song about a specific	Learners create a dance that can be performed in a group
theme.	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.		

We	Торіс	Content:	Activities, techniques, notes, etc.
ek		The learner must be able to:	
1-2	VISUAL ART	Grade 4 : First Year	Grade 4 : First year
	Development	• Use basic art terminology to explain how content, line,	Teacher commences the lesson by providing visua
	of self in the	colour and shape are used to express feelings and moods	stimulus to learners.
	society.	in compositions.	• Learners observe photographs, artworks and real
		Respond to and discuss images, designs and craft	objects to identify and name all art elements in
	Abilities,	objects used in popular culture, pictures and photographs	images of animals, birds, fish, insects and reptiles.
	interests and	in terms of content, line, shape, form, colour, texture,	• Learners observe photographs, artworks and real
	potential	space and materials used, using appropriate terminology.	objects to identify and name all art elements in
		• Differentiate between various art forms such as drawing,	images of jewelry made with wiring.
	Visual literacy	painting, architecture, sculpture, design, craftwork, and	• Learners observe photographs, artworks and real
		graphic media.	objects to identify the use recyclable materials and
		Respond to images and craft objects used in popular	papier maché to make useful objects.
		culture, pictures and photographs in terms of purpose,	• Learners discuss geometric shapes and cool and
		content, form, contrast and meaning.	warm colours, develop craft skills.
		Grade 4 : Second Year	Grade 4 : Second Year
		• Use basic art terminology to explain how content, line,	Teacher commences the lesson by providing visua
		colour and shape are used to express feelings and moods	stimulus to learners.
		in compositions.	• Learners observe photographs, artworks and real
		Respond to and discuss images, designs and craft	objects to identify and name all art elements to
		objects used in popular culture, pictures and photographs	increase awareness of pattern and printmaking in
		in terms of content, line, shape, form, colour, texture,	Africa, e.g. Ndebele painting, beadwork, decorative
		space and materials used, using appropriate terminology.	ceramics: looking, talking, listening about pattern.

GRADE 4 TERM 3	VISUAL ARTS	
	 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. 	 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	 Grade 4 : First 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. 	 Grade 4 : First Year 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
	 Show spontaneity and a creative attitude in art activities. Learners make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours. Examples of paintings and drawings of birds:
	Grade 4 : Second Year 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: Ine, tone, texture, spatial arrangement, contrast, composition; Inixing 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. 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.

		• Experiment with colour, line, texture, tone, shape and	Examples of African patterns or print
		space in various media in two dimensions and three	
		dimensions, to express mood, feelings and ideas.	
		• Show spontaneity and a creative attitude in art activitities.	
6	Health and	Grade 4 : First Year	Grade 4 : First Year
	environmental	Create artworks which demonstrate the translation of own	• Demonstration by teacher on working with wire.
	responsibility	ideas, feelings and perceptions into three-dimensional	Teacher shows DVD's and photos to show
		work using appropriate and available materials, with a	different examples of jewelry made with wire.
	Traffic Rules	focus on:	Learners create jewelry for example earrings of a
	relevant to	 line, tone, texture, spatial arrangement, contrast, 	bicycle made out of wire.
	road users	composition;	• Teacher discusses art elements: shape/form,
		 mixing of primary and secondary colours. 	texture
	VISUAL ARTS	 Shares and displays work. 	Group discussion on the use of tools: safety,
		• Explore and experiment with a wide variety of art	consideration of others, sharing resources.
	Create in 3D	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 TERM 3	VISUAL ARTS	
	 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 activitities. 	Patterns of jewelry using wire are available at craft shops and on the internet. Example of jewelry using the craft of wiring
	Grade 4 : Second Year	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. 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. 	 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. Patterns of jewelry using wire are available at craft shops and on the internet. Example of jewelry using the craft of wiring (above)

GRA	DE 4 TERM 3	VISUAL ARTS
		 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 activitities.
7	Social	Grade 4 : First Year Grade 4 : First Year
	responsibility	 Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional Group discussion: what is a fantasy plant or fantasy flower.
	VISUAL ARTS	work using appropriate and available materials, with a focus on: • Teacher shows DVD's, photographs or illustrations
	Create in 2D	 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 att 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 activitities. of different fantasy plants and 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. Examples of stationary with fantasy plants or fantasy flowers: Show spontaneity and a creative attitude in art activitities.
		Grade 4 : Second Year Grade 4 : Second Year
		Group discussion: what is printmaking.

GRADE 4 TERM 3	VISUAL ARTS	
	• Create artworks which demonstrate the translation of own	Teacher shows DVD's, photographs or
	ideas, feelings and perceptions into three-dimensional	illustrations: examples of printmaking.
	work using appropriate and available materials, with a	• Demonstration by teacher: steps of printmaking.
	focus on:	• Learners design a card or stationary using the craft
	 line, tone, texture, spatial arrangement, contrast, composition; 	of printing.
	 mixing of primary and secondary colours. 	Printmaking is an indirect means of creating art by
	 Shares and displays work. 	transferring an image or design by contact with a
	• Explore and experiment with a wide variety of art	matrix such as a block, plate, stone or screen.
	materials, techniques (including waste materials), and	
	colour in a spontaneous and creative way.	There are four basic manual processes used in
	• Participate in art activities in terms of choice and	traditional printmaking:
	organisation of materials, with attention to safety and	Reliëf – wood-cut, wood engraving, linoleum-cut
	responsible behaviour in the work space.	Intaglio – dry-point, engraving, etching, aquatint,
	• Experiment with colour, line, texture, tone, shape and	mesotint
	space in various media in two dimensions and three	Planography – lithography
	dimensions, to express mood, feelings and ideas.	Stencil – screenprint (silk-screenprint serigraphy)
	• Show spontaneity and a creative attitude in art activitities.	Examples of printing on stationary:

World of Work	Grade 4 : First Year Grade 4 : First Year
Economic	Create artworks which demonstrate the translation of own Demonstration by teacher on how to do paper
Cycle	ideas, feelings and perceptions into three-dimensional maché.
	work using appropriate and available materials, with a • Teacher shows DVD's and photos to show
VISUAL ART	focus on: different examples
	 line, tone, texture, spatial arrangement, contrast, of useful objects
Create in 3D	composition; made with recycled
	 mixing of primary and secondary colours. material or paper
	 Shares and displays work. maché.
	Explore and experiment with a wide variety of art Learners use
	materials, techniques (including waste materials), and recyclable materials and papier maché to make
	colour in a spontaneous and creative way. useful objects: egg cups,
	Participate in art activities in terms of choice and containers, plant holders,
	organisation of materials, with attention to safety and etc.
	responsible behaviour in the work space. Learners decorate the art
	Experiment with colour, line, texture, tone, shape and object.
	space in various media in two dimensions and three • Teacher discusses art
	dimensions, to express mood, feelings and ideas. elements: pattern;
	Show spontaneity and a creative attitude in art activitities. geometric shapes; cool
	and warm colours.

GRADE 4 TERM 3	VISUAL ARTS	
		 Group discussion on the use of tools: safety, consideration of others, sharing resources. Examples of art objects using recycled materials
		and paper maché (above)
	Grade 4 : First Year	Grade 4 : Second Year
	• Create artworks which demonstrate the translation of own	Group discussion: revise recycled materials.
	ideas, feelings and perceptions into three-dimensional	Teacher shows DVD's and photos to show
	work using appropriate and available materials, with a	different examples of patterned frames or
	focus on:	containers crafted from recycled materials.
	 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 	 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.
	organisation of materials, with attention to safety and responsible behaviour in the work space.	


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	Use the voice, gesture and body shape to express feelings and		
• Follow a teacher-directed warm-up routine.	thoughts.		
• Follow a warm up ritual that develops co-ordination and control.	Use the voice and body imaginatively in drama exercises and		
• Follow a warm up ritual that develops the controlled and relaxed use	games.		
of the joints, especially the knees, hips and ankles.	• Explore the use of expressive mime to convey ideas and feelings.		
• Apply safe dance practice and healthy use of the body by warming	Use sensory detail and emotional expression in dramatic activities		
up and cooling down.	such as simple mime showing weight, size and shape.		
Apply safe dance practice and healthy use of the body by good	• Express own personal sense of identity and uniqueness in any art		
postural and joint alignment.	form.		
• Perform simple relaxation exercises for warming up and cooling	• Explore the shape, weight and feel of words and sounds in creative		
down.	drama games.		
• Perform simple teacher-directed relaxation, breathing and	Use voice and movement spontaneously when playing creative		
resonance exercises when warming up and cooling down.	drama games.		
• Perform simple relaxation, breathing, resonance, pitch and	• Participate in drama games - takes turns, waits for signals,		
articulation exercises when warming up and cooling down the voice	responds to cues, and shares space.		
and body.	• Respond through drama to stimuli in games and stories, including		
• Sing songs, rounds and canons in a choir to warm up the voice.	making up endings to stories presented by the teacher.		
• Sing vowels, rhymes and tongue twisters to warm up the voice	Use skills of observation, imitation and exaggeration to create		
	character and mood in dramatic play and exercises.		

PERFORMING ARTS Grade 4 : Term 4			
 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. 			
A soundscape is a piece of music considered in terms of its component sounds.			
 Week 5: Health and environmental responsibility. Dangers in and around my house and environment. 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 			

PERFORMING ARTS Grade 4 : Term 4	
Learners do body part isolations and stretch as part of imaginative	
experiences.	Week 6: Local environmental health. Problems and common
	diseases.
Week 3-4: Development of the self. Asking for help and problem	Group discussion: revise body percussion.
solving.	• Learners perform body percussion "songs" in unison and in canon.
• Learners warm up the voice: Learners use songs and rhymes - focus	
on high and low notes and fast and slow tempo.	Week 9: World at work. Banking, saving and using the ATM.
 Learners sing songs to improve the ability to sing in tune. 	Group discussion: revise drama games.
Learners compose soundscapes, use dynamics, pitch, timbre and	Learners play posture games to explore the neutral posture.
tempo to express character, feelings and mood such as: 'grandfather	
= loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc.	
Activities, techniques, notes, etc. Grade 4 : Second Year	
Week 1: Development of self in the society. Me and my disability.	
Learners warm up the body:	Week 5: Health and environmental responsibility. Dangers in and
Learners focus on lengthening and curling the spine.	around my house and environment.
Learners do locomotor movements: show control and a strong back	Group discussion: revise drama games and different drama
e.g. walk with pride, march like a soldier, etc.	techniques.
	• Learners respond to stimuli like pictures, phrases, idioms, drama
Learners cool down and relax	games, poems or rhymes to explore body language, gestures and
• Learners lie on back: tighten/contract all the muscles, make tight	facial expression.
fists, clench shoulders, then release all the muscles make body	
heavy on the floor, etc.	Week 6: Local environmental health. Problems and common
	diseases.
Week 3-4: Development of the self. Asking for help and problem	Group discussion: revise musical games.
solving.	

PERFORMING ARTS Grade 4 : Term 4			
• Group discussion: revise different warm up routines. Vocal warm ups	Learners play musical games, focus on numeracy and literacy (such		
could include articulation exercises, singing, working with poems,	as number songs and rhymes).		
etc.			
• Learners do voice warm ups (e.g. humming, yawning and sighing).	Week 9: World at work. Banking, saving and using the ATM.		
 Learners do call and response games in speaking. 	Group discussion: revise drama games.		
 Learners do action songs (doing actions related to the specific 	• Learners play trust and listen games (such as blindfold and lead a		
rhythms of the song.	partner, etc.)		
Content : Improvise and create	 clarinets from the Savannah region made of guinea-corn or 		
Explain how tempo, duration and dynamics have been used in	sorghum stems;		
songs and music to express feelings and moods.	 flugelhorn, saxophones and guitars. 		
Sing and/or play South African songs from various cultures with	Use puppets, animated stones, mealie cobs or other objects in		
appropriate rhythm, tempo and dynamics.	dramatic play to express own ideas and feelings.		
• Respond in movement to a variety of rhythms and changes in tempo	• Make use of hand or costume props, puppets, masks or other		
in sounds, songs and stories.	external resources to tell stories and portray characters.		
Differentiate between high and low, long and short, loud and soft	• Explore and experiment with a wide variety of art materials,		
sounds.	techniques (including waste materials), and colour in a spontaneous		
Use the voice and body imaginatively in drama exercise.	and creative way.		
Explore, select and link movements that express feelings and	• Make masks, crafts, artefacts, costumes, collages or puppets using		
moods into movement sentences to contribute towards a class	natural, waste or found materials.		
dance.	• Make masks, crafts, artefacts, costumes, collages or puppets to use		
Express ideas and stories creatively through movement activities	in a presentation.		
that are guided but open-ended.	• Think about and show how people and animals move.		
• Explore movement characteristics of animals, people, machines and	• Convey feelings and ideas through facial expression and gesture.		
nature.	• Express and describe feelings in response to a drama, story or		
	event.		

PERFORMING ARTS Grade 4 : Term 4			
• Use cans, stones, newspapers, materials, chairs, balls and a large	Use the voice, gesture and body shape to express feelings and		
variety of objects/props to improvise and compose movement	thoughts.		
sequences.	• Use sensory detail and emotional expression in dramatic activities		
• Listen to and identify musical instruments in terms of appearance,	such as simple mime showing weight, size and shape.		
name, how sound is produced, timbre and general pitch classification	• Interpret words, poems, stories and ideas through play, fantasy and		
(high-low).	the imagination.		
• Communicate a musical intention using the interface of pitch-based	• Use the voice and body imaginatively in drama exercises and		
harmony (mellophony) instruments.	games.		
• Focus on music from a variety of South African forms.	• Explore the use of expressive mime to convey ideas and feelings.		
Investigate and explain the purpose, function and role of different	• Express own personal sense of identity and uniqueness in any art		
instruments used in indigenous, traditional or Western forms of music	form.		
in South Africa.	• Explore the shape, weight and feel of words and sounds in creative		
• Classify African instruments in terms of ideophones, chordophones,	drama games.		
membranophones, aerophones, and Western instruments according	• Use voice and movement spontaneously when playing creative		
to strings, woodwinds, brass and percussion.	drama games.		
• Discuss any of the following types of instrument in terms of the	• Participate in drama games - takes turns, waits for signals,		
shape, materials used, type of sound, how it is played, what makes	responds to cues, and shares space.		
the sound:	• Respond through drama to stimuli in games and stories, including		
 drums - made of wood, gourds or clay - to show the different 	making up endings to stories presented by the teacher.		
membranes that are made of cow, goat or donkey hides;	• Use skills of observation, imitation and exaggeration to create		
 percussion instruments - rattles, bells, clap stick, slit gongs, 	character and mood in dramatic play and exercises.		
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; 		
Activities, techniques, notes, etc. Grade 4 : First Year		
Week 1: Development of self in the society. Me and my disability.	Axial movement is a movement that occurs in a stationary position.	
Group discussion: identify the meaning of dynamics, pitch, timbre	It refers to an element of dance in which dancers stay anchored to one	
and tempo.	place by a single body part while using available space in any directions	
• Teacher plays DVD's and CD's to demonstrate different dynamics in	Axial movements involve bending, stretching, twisting, swinging,	
music.	gesturing, rising, rotating and spinning.	
• Learners listen to music and identify how dynamics, pitch, timbre and		
tempo combine to tell a story such as 'Peter and the Wolf', etc.	Week 5: Health and environmental responsibility. Dangers in and	
	around my house and environment.	
In music, dynamics normally refers to the pitch of a tempo or note, but	Group discussion: learners develop text of puppet performance.	
can also refer to every aspect of the execution of a given piece, either	Group discussion: Learners identify puppet characters for puppet	
stylistic (staccato, legato etc.) or functional (velocity). The term is also	performance.	
applied to the written or printed musical notation used to indicate	Learners develop a puppet performance by focusing on a	
dynamics.	conversation between puppets.	
	Learners explore attitude, status and relationships of puppet -	
In music the pitch of a note means how high or low a note is.	characters such as the villain, animal characters, the witch, the	
	princess, etc.	
In music timbre also known as tone colour or tone quality of a musical		
note, sound or tone that distinguishes different types of sound	Week 6: Local environmental health. Problems and common	
production, such as voices and musical instruments string instruments,	diseases.	
wind instruments and percussion.	Group discussion: revise mime techniques.	

PERFORMING ARTS Grade 4 : Term 4			
In music tempo was originally used to describe the timing of music, or	• Learner do a mime activity: Learners use imaginary objects, express		
the speed at which a piece of music is played.	feelings and ideas through movement, gesture and facial expression.		
Week 3-4: Development of the self. Asking for help and problem	Week 9: World at work. Banking, saving and using the ATM.		
solving.	Group discussion: revise drama games.		
Group discussion: techniques used in improvisation.	• Learners make physical shapes. use gesture, posture and balance		
Group discussion: revise locomotor and axial movements.	(balance on different body parts).		
Learners improvise appropriate movements and characters, use			
axial and locomotor movements to interpret a story such as 'Peter			
and the Wolf', etc.			
Activities, techniques, notes, etc. Grade 4 : Second Year			
Week 1: Development of self in the society. Me and my disability.	Group discussion: techniques that can be used to create different		
• Group discussion: revise the meaning of dynamics, pitch, timbre and	moods.		
tempo.	• Group discussion: learners choose poem, picture or song to use in		
• Teacher plays DVD's and CD's to demonstrate different dynamics in	the performance.		
music.	Learners create a mood: use verbal dynamics, expressive sounds		
Learners listen to South African music and focus on how tempo,	and movement. Learners use a poem, picture or song of their choice.		
dynamics, timbre and tempo contribute to unique sound.			
	Week 6: Local environmental health. Problems and common diseases.		
Week 3-4: Development of the self. Asking for help and problem	Group discussion: revise movement sentences.		
solving.	• Learners create movements based on pictures, movement sentence		
Group discussion: revise prominent South African instruments.	(sequence), showing beginning, middle, end.		
Teacher shows photographs and videos to show prominent South			
African instruments.	Week 9: World at work. Banking, saving and using the ATM.		
	Group discussion: revise drama games.		

	PERFORMING ARTS Grade 4 : Term 4			
	discussion: unique qualities of prominent South African	٠	Learners perform creative drama games: develop focus and	
instrum	ents.		visualisation e.g. 'throw' an imaginary ball concentrate on size, shape	
Teache	ers plays DVD's and CD's to identify prominent South African		and weight	
instrum	ents.			
• Learner	rs listen to and identify prominent South African instruments to			
explore	unique qualities of instruments.			
Week 5: H	ealth and environmental responsibility. Dangers in and	(
around my	house and environment.			
Content : F	Perform and reflect	•	Echo a rhythm by body percussion or by playing on a percussion	
• Begin t	to see differences between self and the role being played.		instrument to accompany songs sung together.	
Demon	strate ability to take on a role in drama - teacher stimulated.	•	Use voice, body and found or made instruments to explore sounds	
• Work w	vith a partner in role, and switch roles in teacher-directed		and silence related to walking, running, and skipping note values, in	
dramati	ic play.		order to explore rhythms and to create sound pictures.	
• Work w	vith others when exploring situations in role.	•	Use voice, body, percussion, natural, found or made instruments to	
Adopt	and maintain a role, and is able to answer questions in role		accompany stories, dances and songs.	
using a	ppropriate language and gesture.	•	Demonstrate concentration and accurate listening through	
Dramat	tise social, cultural or environmental issues through the use of		recognising, repeating and creating rhythms and poly-rhythms, using	
differen	t drama techniques such as tableaux, verbal dynamic		movement, body percussion and natural instruments.	
sequen	ices or role-plays.	•	Identify different aspects of pulse by clapping and moving.	
• Assum	e both leader and follower roles willingly in dramatic activities.	•	Listen and move creatively to music, stories, songs and sounds.	
Convey	y feelings and ideas through facial expression and gesture.	•	Sing songs found in the immediate environment.	
• Expres	s and describe feelings in response to a drama, story or	•	Sing songs and make music to express a variety of ideas, feelings	
event.			and moods.	

PERFORMING ARTS Grade 4 : Term 4			
Use the voice, gesture and body shape to express feelings and	Sing and/or play South African songs from various cultures with		
thoughts.	appropriate rhythm, tempo and dynamics.		
• Use the voice and body imaginatively in drama exercises and	• Use puppets, animated stones, mealie cobs or other objects in		
games.	dramatic play to express own ideas and feelings.		
• Explore the use of expressive mime to convey ideas and feelings.	• Make use of hand or costume props, puppets, masks or other		
Use sensory detail and emotional expression in dramatic activities	external resources to tell stories and portray characters.		
such as simple mime showing weight, size and shape.	• Explore and experiment with a wide variety of art materials,		
• Express own personal sense of identity and uniqueness in any art	techniques (including waste materials), and colour in a spontaneous		
form.	and creative way.		
Demonstrate fundamental pulse and echoes rhythms from the	Make masks, crafts, artefacts, costumes, collages or puppets using		
immediate environment using body percussion, instrumental	natural, waste or found materials.		
percussion and movement.	• Make masks, crafts, artefacts, costumes, collages or puppets to use		
	in a presentation.		
Activities, techniques, notes, etc. Grade 4 : First Year			
Week 3-4: Development of the self. Asking for help and problem	• Group discussion: learners decide on the theme of the puppet show.		
solving.	Group discussion: learners choose relevant songs related to the		
Group discussion: revise techniques used in role play.	theme of the puppet show.		
Learners do role play in pairs depicting a story about one learner	Learners perform songs to improve in-tune singing, related to the		
having a problem and another learner giving a solution.	theme of the puppet show.		
Week 5: Health and environmental responsibility. Dangers in and	Week 9: World at work. Banking, saving and using the ATM.		
around my house and environment.	• Group discussion: learners discuss and decide on theme, storyline,		
Group discussion: revise sound pictures and body percussion.	characters, music and all other elements of the puppet show.		
Learners create sound pictures: learners use instruments (body	Learners combine all the different elements of the puppet show that		
percussion, self-made, found, traditional) to create an appropriate	was practiced during the term, to perform the puppet show.		

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.		
Week 6: Local environmental health. Problems and common		
diseases.		
Activities, techniques, notes, etc. Grade 4 : Second Year		
Week 3-4: Development of the self. Asking for help and problem	Week 6: Local environmental health. Problems and common diseases	
solving.	Group discussion: revise body percussion and percussion	
Group discussion: revise mime techniques.	instruments.	
 Learners mime a scene where one learner has a problem and asks 	Group discussion: revise environmental responsibility.	
for help while the other learner gives a solution to the problem.	• Learners use body percussion and self-made instruments to do the	
	music and sound of the drama about environmental responsibility	
Week 5: Health and environmental responsibility. Dangers in and	that is going to be performed at the end of the term.	
around my house and environment.		
 Learners discuss environmental responsibility. 	Week 9: World at work. Banking, saving and using the ATM.	
Group discussion: learners choose a story, song or poem to build a	Group discussion: Learners discuss and decide on a theme,	
drama about environmental responsibility.	storyline, characters, music and all other elements needed to	
 Learners build a drama about environmental responsibility. 	perform a drama.	
 Learners use a new story or use a story that is appropriate to 	• Learners perform a short drama on an environmental problem.	
dramatise a song or poem about the environment that can be used in	• Learners use and apply all the elements that was practiced during	
the drama about the environment.	the term during the performance.	

Wk	Торіс	Content:	Activities, techniques, notes, etc.	
		The learner must be able to:		
1	VISUAL ART	Grade 4 : First Year	Grade 4 : First year	
	Development	• Use basic art terminology to explain how content, line, colour	Teacher commence the lesson by providing visual	
	of self in the	and shape are used to express feelings and moods in	stimulus to learners.	
	society.	compositions.	Learners observe photographs and pictures related	
		• Respond to and discuss images, designs and craft objects	to the natural world.	
	Me and my	used in popular culture, pictures and photographs in terms of	Learners explore colours, shapes and textures that	
	disability	content, line, shape, form, colour, texture, space and	can be observed in nature.	
		materials used, using appropriate terminology.	Teacher analyses and discusses paintings of scenes	
	Visual literacy	• Differentiate between various art forms such as drawing,	of nature, e.g. how the artist depicts the wind that	
		painting, architecture, sculpture, design, craftwork, and	blow, dark stormy clouds, sunshine on a raindrop,	
		graphic media.	etc.	
		Respond to images and craft objects used in popular		
		culture, pictures and photographs in terms of purpose,		
		content, form, contrast and meaning.		
		Grade 4 : Second Year	Grade 4 : Second Year	
		• Use basic art terminology to explain how content, line, colour	• Teacher commences the lesson by providing visual	
		and shape are used to express feelings and moods in	stimulus to learners.	
		compositions.	• Learners observe photographs and pictures related	
		• Respond to and discuss images, designs and craft objects	to the composition of two or more persons or objects	
		used in popular culture, pictures and photographs in terms of	Learners discuss and observe all art elements in the	
		content, line, shape, form, colour, texture, space and	photographs and pictures.	
		materials used, using appropriate terminology.	Learners discuss and observe design principles in	
			the photographs and pictures.	

VISU	JAL ARTS GRAD	DE 4 Term 4	
		 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. 	 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	Grade 4 : First Year	Grade 4 : First Year
	giving feedback VISUAL ARTS	 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, 	 Group discussion: revise and discuss examples of scenes of the natural world. Group discussion: revise the use of colours, textures and contrasts in images.
	Create in 2D	 composition; mixing of primary and secondary colours. Shares and displays work. 	 Learners draw or paint pictures of scenes of the natural world.
		 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 pictures of scenes of the natural world
		Grade 4 : Second Year	Grade 4 : Second Year

VISU	JAL ARTS GRAD	DE 4 Term 4	
		 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. 	 Group discussion: techniques used when drawing of 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. Examples of pictures that depicts composition of two objects Objects
3-4	VISUAL ARTS	Grade 4 : First Year	Grade 4 : First Year
	Development	• Create artworks which demonstrate the translation of own	Group discussion: revise different recycled materials
	of the self Asking for help	 ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: o line, tone, texture, spatial arrangement, contrast, 	 and natural materials. Teacher shows DVD's, CD's and photographs with examples of different kites made with recycled
	and problem solving	composition;mixing of primary and secondary colours.	materials or natural materials.

ISUAL ARTS GRAI	DE 4 Term 4	
Create in 3-D	 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. 	 Demonstration by teacher: how to make a kite from recycled of natural materials. Learners create a kite using recycled materials and natural materials. Examples of kites made with recycled or natural materials:
	 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. Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way. 	 Grade 4 : Second Year 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.

VISI	JAL ARTS GRAD	DE 4 Term 4	
		 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. 	 Learners create a dream catcher using only natural materials. Examples of dream catchers using only natural materials:
7	Social responsibility Gender stereotyping.	• 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:	 Grade 4 : First Year 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
	Sexism and abuse	 o mixing of primary and secondary colours. o Shares and displays work. 	 Demonstration by teacher. Now to paint of draw a kitchen art poster with a food theme. Learners create a kitchen art poster with a food theme.
	VISUAL ARTS	• Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.	

UAL ARTS GRA	DE 4 Term 4	
Create in 2D	 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 kitchen art posters with a food theme
	Grade 4 : Second Year	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. 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. 	 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. Example of a kitchen art poster consisting of food utensils

VISU	JAL ARTS GRAD	DE 4 Term 4	
		Show spontaneity and a creative attitude in art activities.	
8	World at work	Grade 4 : First Year	Grade 4 : First Year
		• Create artworks which demonstrate the translation of own	Group discussion: revise
	The rules of	ideas, feelings and perceptions into three-dimensional work	recycled materials.
	the workplace:	using appropriate and available materials, with a focus on:	Teacher shows DVD's, CD's
	Good attitudes	 line, tone, texture, spatial arrangement, contrast, 	and photographs of craft
	to have at work	composition;	articles using recycled
		 mixing of primary and secondary colours. 	materials to store office
	VISUAL ARTS	 Shares and displays work. 	utensils.
		• Explore and experiment with a wide variety of art materials,	Demonstration by teacher: how
	Create in 3-D	techniques (including waste materials), and colour in a	to make craft articles to store
		spontaneous and creative way.	office utensils using recycled
		Participate in art activities in terms of choice and	materials.
		organisation of materials, with attention to safety and	
		responsible behaviour in the work space.	

VISUAL ARTS GRADE 4 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. 	 Learners use recycled material to make craft articles to store office utensils or stationary Examples of craft articles using recycled material
Grade 4 : Second Year	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. 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. 	 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	I flower pots used for
		storage of office utensils and stationary	Back to School

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;
 - \circ $\,$ 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:
 - o improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
 - o plays simple rhythmic patterns on a drum or equivalent;
 - o 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;
 - o 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:
 - o 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:
 - o present images of own world in various media;
 - o 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:
 - o 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	
• Follow a teacher-directed warm-up routine.	Respond through drama to stimuli in games and stories, including
• Follow a warm up ritual that develops co-ordination and control.	making up endings to stories presented by the teacher.
• Follow a warm up ritual that develops the controlled and relaxed	Use skills of observation, imitation and exaggeration to create
use of the joints, especially the knees, hips and ankles.	character and mood in dramatic play and exercises.
Apply safe dance practice and healthy use of the body by	Use the voice and body imaginatively in drama exercises and
warming up and cooling down.	games.
• Apply safe dance practice and healthy use of the body by good	Demonstrate fundamental pulse and echoes rhythms from the
postural and joint alignment.	immediate environment using body percussion, instrumental
• Perform simple relaxation exercises for warming up and cooling	percussion and movement.
down.	Echo a rhythm by body percussion or by playing on a percussion
Perform simple teacher-directed relaxation, breathing and	instrument to accompany songs sung together.
resonance exercises when warming up and cooling down.	• Use voice, body and found or made instruments to explore sound
• Perform simple relaxation, breathing, resonance, pitch and	and silence related to walking, running, and skipping note values,
articulation exercises when warming up and cooling down the	in order to explore rhythms and to create sound pictures.
voice and body.	• Use voice, body, percussion, natural, found or made instruments
• Explore the shape, weight and feel of words and sounds in	to accompany stories, dances and songs.
creative drama games.	Demonstrate concentration and accurate listening through
Use voice and movement spontaneously when playing creative	recognising, repeating and creating rhythms and poly-rhythms,
drama games.	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		
Participate in drama games -		• Sing vowels, rhymes and tongue twisters to warm up the voice.
responds to cues, and shares	space.	
Grade 5 : First Year	Activities, techniques, notes, e	tc.
Week 1: Develop-ment of Self in	Society. Positive Self Concept	Week 3 (continue)
Formation.		• Listening Games. The skill of listening is one of the most
• Learners do active relaxation i	n stillness and movement (e.g.	important you can have and how well we do it can affect a variety
tense and release exercises; u	use of imagery to loosen hands,	of things in our lives. People on average only listen to between 25
fingers, shoulders, neck, face,	spine, hip joints, legs, feet).	- 50% of what is said so as teachers we've got to help those young
• Learners practice travel (consi	der direction, weight, levels) and	people become more effective listeners and these games will help.
freeze: - in personal (own) and	l general (shared) space - in	• Plot games can help with a variety of narrative needs. They can
movement and in games - in d	luple or quadruple meter (2/4 or	be starting points, editing tools, generate stories, style exploring,
4/4), or free.		alternate endings, settings.
		Trust games are all linked to promoting and establishing the positive
Week 3: Health, Social and Envi	ronmental Responsibility. How to	social heath of the group. If you look at cohesion and getting to know
do your own budget, income and e	expenditure.	games you'll see how these are all linked and about getting the most
Group discussion: revise creat	tive drama games.	from your group.
• Learners perform name games	s (e.g. use clapped rhythms and	Voice games. The voice to an actor is so important and these games
body percussion to explore the	e meter/accent of the names).	will help you think like an athlete when it comes to developing this skill.
Drama games: Definition		Your vocal chords need warming-up then exercising to build stamina,
Drama games are a great tool for a	a whole multitude of reasons. They	strength and flexibility - this in turn will help clarity, diction and
can be part of your warm-up, help	establish you as the facilitator, aid	expression
group cohesion and help students	explore themes or particular skills.	
Games could be a beginning starte	er, an introducing step or as an end	Week 4-5: Health, Social and Environmental Responsibility. Social
plenary. They are a platform for fu	rther development and are never	Factors that contribute to substance abuse.
meant to be the whole session on	their own.	Teacher demonstrates different action songs.

Grade 5 : Terr	n 1 Content : Warm up and play	Learners do voice warm up exercises, use humming.
Different drama games		 Learners do action songs to accompany physical warm ups.
 Character experiment for your own character. Concentration 	games are a handy tool for creating, developing and ing with characters. They can be a useful starting point n creations or a means of exploring a particular type of tion games have a variety of uses. Aside from	 Learners do action songs to accompany physical warm ups. Week 7: Social responsibility. Democracy and Citizenship. Group discussion: revise creative drama games. Learners perform creativity games (e.g. using props and turn it into something else).
concentration particular in	the skill of concentrating and expanding our on span they can be used to change the dynamic of idividuals or a group at a key moment of the lesson e.g. vant to bring wandering minds to a particular focus or a k.	 Week 8: World of work. Workplace Rules and Processes. Group discussion: revise creative drama games. Learners perform concentration and listening games.
• Energy Ga as the cond to do this. E group gain	mes. The energy of your class is really important and luctor of those dynamics you will need tools to help you Energy games are just the thing you need to help a momentum, exaggerate and gain physical awareness. know the group games. For a group to work	 Week 9: World of work. Decision Making Learners do active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, should are pack face, aping, his isinta logg, fact).
successfully each others important w • Group coh	y together in Drama they need to feel comfortable in s company and trust each other. Relationships are very within a positive and successful learning environment. esion games. When a group cohesion is strong you e amazing things in the classroom.	 fingers, shoulders, neck, face, spine, hip joints, legs, feet). Learners practice travel (consider direction, weight, levels) freeze: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 4/4), or free
 Improvisat response, s 	ion games will help you develop an instinctive spontaneity and the confidence you need to build when . When the class is confident it can be an excellent tool	

PERFORMING ARTS Grade 5 : Term 1 Content : Warm up and play	
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.	
Grade 5 : Second Year Activities, techniques, notes	s, etc.
Week 1: Develop-ment of Self in Society. Positive Self Concept	Week 7: Social responsibility.
Formation.	Democracy and Citizenship.
Learners do physical warm up for co-ordination and control	Group discussion: revise warm up songs.
(include spinal warm up, body part isolations, arm swings, etc.)	 Learners sing warm up songs (including South African songs in unison, in canon and/or with actions).
Week 3: Health, Social and Environmental Responsibility. How to	
do your own budget, income and expenditure.	Week 8: World of work. Workplace Rules and Processes.
Group discussion: revise creative drama games.	Group discussion: revise creative drama games.
 Learners perform rhythm games: use body percussion and movement. 	• Learners perform concentration and focus games, using travelling and freezing, to music.
Week 4-5: Health, Social and Environmental Responsibility. Social	Week 9: World of work. Decision Making
 Factors that contribute to substance abuse. 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). 	 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.
Week 1: Develop-ment of Self in Society. Positive Self Concept	Week 7: Social responsibility. Democracy and Citizenship.
Formation.	Group discussion: revise warm up songs.
Learners warm up and cool down:	

PERFORMING ARTS Grade 5 : Term 1 Content : Warm up and play	·
Learners do physical warm ups for co-ordination and control	Learners sing warm up songs (including traditional songs in
(include spinal warm up, body part isolations, the controlled and	unison, canon, in two-part harmony and/or call and response).
relaxed use of the joints, especially the knees, hips and ankles in	
dance steps and sequences).	Week 8: World of work. Workplace Rules and Processes.
• Learners do cool down excercises (include stretches and flowing	Group discussion: revise creative drama games.
movements).	Learners perform concentration and focus games (using
	freezing/travelling, and sensory awareness).
Week 3: Health, Social and Environmental Responsibility. How to	
do your own budget, income and expenditure.	Week 9: World of work. Decision Making
	Learners do physical warm ups for co-ordination and control
Group discussion: revise body percussion.	(include spinal warm up, body part isolations, the controlled and
• Learners perform body percussion games (include in unison, in	relaxed use of the joints, especially the knees, hips and ankles in
canon, in two parts, and/or call and response).	dance steps and sequences)
	• Learners cool down (include stretches and flowing movements).
Week 4-5: Health, Social and Environmental Responsibility. Social	
Factors that contribute to substance abuse.	
Group discussion: revise breath control exercises.	
Learners do vocal warm up exercises: (include breath control	
exercises, resonance, tonal qualities in speech/song).	
Grade 5 : Content : Improvise and create	1
• Listen and move creatively to music, stories, songs and sounds.	• Echo a rhythm by body percussion or by playing on a percussion
• Sing tunes rhythmically and at varying tempo and loudness.	instrument to accompany songs sung together.
• Differentiate between high and low, long and short, loud and soft	• Use voice, body and found or made instruments to explore sounds
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 Explain how tempo, duration and dynamics have been used in	Convey feelings and ideas through facial expression and gesture.	
songs and music to express feelings and moods.	• Express and describe feelings in response to a drama, story or	
Sing and/or play South African songs from various cultures with	event.	
appropriate rhythm, tempo and dynamics.	• Use the voice, gesture and body shape to express feelings and	
• Sing songs and make music to express a variety of ideas,	thoughts.	
feelings and moods.	Use the voice and body imaginatively in drama exercises and	
• Sing and/or play South African songs from various cultures with	games.	
appropriate rhythm, tempo and dynamics.	• Explore the use of expressive mime to convey ideas and feelings.	
Demonstrate concentration and accurate listening through	• Use sensory detail and emotional expression in dramatic activities	
recognising, repeating and creating rhythms and poly-rhythms,	such as simple mime showing weight, size and shape.	
using movement, body percussion and natural instruments.	• Express own personal sense of identity and uniqueness in any art	
Build own movement vocabulary using:	form.	
 locomotor movements such as walk, run leap and gallop; 	• Use voice, body, percussion, natural, found or made instruments	
• Non-locomotor movements such as reach, bend, rise.	to accompany stories, dances and songs.	
• Demonstrate the eight basic locomotor movements (walk, run,	Demonstrate concentration and accurate listening through	
skip, hop, leap, jump, gallop, slide), while travelling forward,	recognising, repeating and creating rhythms and poly-rhythms,	
sideward, backward, diagonally and turning.	using movement, body percussion and natural instruments.	
• Demonstrate the basic non-locomotor movements: reach, bend,	Identify different aspects of pulse by clapping and moving.	
rise, twist and turn.		
Demonstrate fundamental pulse and echoes rhythms from the		
immediate environment using body percussion, instrumental		
percussion and movement.		
Grade 5 : First Year Activities, techniques, notes, etc.		
Week 1: Develop-ment of Self in Society. Positive Self Concept	Week 3 (continue)	
Formation.		

PERFORMING ARTS Grade 5 : Term 1	Content : Warm up and play	
Group discussion: rev		Uneven Rhythm:
Learners perform shore	rt rhythm patterns (crotchets, crotchet rests,	Skip - A combination of a step and a hop on the same foot followed by
minims and minim res	ts) use body percussion and/or percussion	a step and hop on the other foot. The rhythm is uneven long -
instruments.		short. Long (the step) and short (the hop).
Learners perform rhyt	hm patterns of different note values	Gallop - A forward movement where one foot leads the gallop while
(semibreve, minim, cro	otchet, quaver and the equivalent rests), use	the other foot follows. The lead foot steps with a bent knee and
body percussion and p	percussive instruments.	pushes off into the air and landing on the trailing foot. The rhythm is
		uneven, long -short. Long (the step) and short (the landing).
Definition of rhythm patt	ern:	Slide - Is similar to a gallop performed with the right or left foot
In order to read, identify a	nd transcribe rhythms, you need to become	leading. The rhythm is uneven, long -short. Long (the step) and short
familiar with rhythm notation	on and rhythm patterns. This mainly involves	(the landing).
indicating when a note hap	ppens and how long it lasts, and recognizing	
when you hear a common	rhythm.	Non Locomotor - These are movements that occur in the body parts
Rhythm occurs within the	framework of meter, which is simply a	or the whole body and do not cause the body to travel to another
repetitive pattern of strong	and weak beats. Here are some common	space. However, non locomotor movements can be combined with
examples of meter:	,	locomotor movements such as a walk and arm swing.
Two-beat meter:	STRONG-weak	
Three-beat meter:	STRONG-weak-weak	Swing - a pendular motion of a body part that can move forward and
Four-beat meter:	STRONG-weak-	backward or side to side.
	weak	Twist - a partial rotation of body parts around an axis
		Turn - a full rotation of the body around a vertical or horizontal
Week 3: Health, Social a	nd Environmental Responsibility. How to	axis. Full, half or quarter turns
do your own budget, incor	ne and expenditure.	Shake - a short quick vibrating movement in a body part or the whole
	X	body.
		Bend - a flex of a body part at a joint

PERFORMING ARTS Grade 5 : Term 1 Content : Warm up and play	
Group discussion: revise locomotor and non-locomotor	Stretch - extending a body part or the whole body
movements.	Wiggle - a small or big, fast or slow curvy movement of a body part or
Learners do locomotor and non-locomotor movements,	the whole body.
individually and in unison, in time to a beat (include jump, turn,	Rock or sway - shift of the body weight forward, backward, side to
bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway,	side or in a circular pathway.
reach, push, pull), with and without imagery.	
	Week 4-5: Health, Social and Environmental Responsibility. Social
Locomotor Movements - These are movements where the body	Factors that contribute to substance abuse.
travels through space from one location to another. Locomotor	Group discussion: revise rhythms patterns, locomotor movements
movements primarily use the feet for support however, the body can	and body percussion.
travel on other parts such as the hands and feet.	• Learners perform rhythm patterns, combine locomotor movements
	with sound (voice/body percussion), to walk, run, and skip note
Even Rhythm:	values
Walk - The walk is a transfer of weight from one foot to the	
other. Usually the heel touches first.	Week 7: Social responsibility. Democracy and Citizenship.
Run - The run is a transfer of weight from one foot to the other	Group discussion: revise rhythm patterns.
however, the body is propelled into the air and suspended between	• Learners perform short rhythm patterns (crotchets, crotchet rests,
run steps.	minims and minim rests) use body percussion and/or percussion
Jump - The jump required the body to push off from one or both feet.	instruments.
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	Week 8: World of work. Workplace Rules and Processes.
one one foot.	Group discussion: revise locomotor and non-locomotor
Hop - The hop requires a push-off from one foot and landing on the	movements.
same foot.	Learners do locomotor and non-locomotor movements,
Leap - A leap is performed by pushing off from one foot and landing	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	bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway,
off and the landing. Can be combined with a run or walk.	reach, push, pull) , with and without imagery.
Grade 5 : Second Year Activities, techniques, notes	s, etc.
Week 1: Develop-ment of Self in Society. Positive Self Concept	Group discussion: revise mime techniques.
Formation.	• Learners perform mimed actions: use the five senses (see, hear,
Group discussion: revise rhythm patterns.	taste, touch, smell) to demonstrate situations that can contribute to
Learners perform rhythm patterns of different note values	substance abuse.
(semibreve, minim, crotchet, quaver and the equivalent rests), use	
body percussion and percussive instruments.	Week 7: Social responsibility. Democracy and Citizenship.
Learners recognise rhythm patterns of different note values in a	Group discussion: revise rhythm patterns.
song that is played.	Learners perform rhythm patterns of different note values
	(semibreve, minim, crotchet, quaver and the equivalent rests), use
Week 3: Health, Social and Environmental Responsibility. How to	body percussion and percussive instruments.
do your own budget, income and expenditure.	
	Week 8: World of work. Workplace Rules and Processes.
Group discussion: revise locomotor and non-locomotor	Group discussion: revise locomotor and non-locomotor
movements.	movements.
Learners do locomotor and non-locomotor movement sequences:	Learners do locomotor and non-locomotor movement sequences:
explore elements of time (tempo, beats, meter), individually and in	explore elements of time (tempo, beats, meter), individually and in
unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll,	unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl,
slide, swing, sway, reach, push, pull)	roll, slide, swing, sway, reach, push, pull).
Week 4-5: Health, Social and Environmental Responsibility. Social	
Factors that contribute to substance abuse.	

 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. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	Grade 5 : Term 1 Content : Warm up and play Grade 5 : Third Year Activities, techniques, notes, etc.		
 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. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. Group discussion: revise sound pictures. Group discussion: revise sound pictures. Group discussion: revise sound pictures. Learners perform sound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise mound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. Group discussion: revise mound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. Group discussion: revise mound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. Group discussion: revise movement sequences. 	Week 1: Develop-ment of Self in Society. Positive Self Concept	Group discussion: revise sound pictures.	
 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. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. Group discussion: revise sound pictures. Group discussion: revise sound pictures. Learners perform sound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	Formation.	Learners perform movement sequences inspired by sound	
 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. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	Group discussion: revise music phrases, dynamics, tempo,	pictures to express a mood or idea	
 instruments while they explore the dynamics, tempo, articulation, pitch and rhythm. Learners recognise and discuss music phrases in a song that is played. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	articulation, pitch and rhythm.	Learners perform expressive movement and mime in response to	
 pitch and rhythm. Learners recognise and discuss music phrases in a song that is played. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. Group discussion: revise and expenditure. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	Learners perform music phrases with voice and/or other	cues from teacher, focus on all body parts, include showing	
 Learners recognise and discuss music phrases in a song that is played. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. Group discussion: revise sound pictures. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	instruments while they explore the dynamics, tempo, articulation,	emotions, characters and actions of a person suffering from	
 played. Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	pitch and rhythm.	substance abuse.	
 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. Learners perform sound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	Learners recognise and discuss music phrases in a song that is		
 Week 3: Health, Social and Environmental Responsibility. How to do your own budget, income and expenditure. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	played.	Week 7: Social responsibility. Democracy and Citizenship.	
 do your own budget, income and expenditure. 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. Learners perform music phrases with voice and/or instruments: explore dynamics, tempo, articulation, pitch and rhythm. Learners perform sound pictures and Processes. Group discussion: revise instruments of different tone, colour, pitch and dynamics. Learners perform sound pictures: use 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. 		Group discussion: revise music phrases, dynamics, tempo,	
 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. explore dynamics, tempo, articulation, pitch and rhythm. Week 8: World of work. Workplace Rules and Processes. Group discussion: revise sound pictures. Group discussion: revise instruments of different tone, colour, pitch and dynamics. Learners perform sound pictures: use instruments of different to colour, pitch and dynamics to express a mood or idea. 	Week 3: Health, Social and Environmental Responsibility. How to	articulation, pitch and rhythm.	
 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	do your own budget, income and expenditure.	• Learners perform music phrases with voice and/or instruments:	
 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. Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. Week 3: World of work. Workplace Rules and Processes. Group discussion: revise sound pictures. Group discussion: revise instruments of different tone, colour, pitch and dynamics to express a mood or idea. 		explore dynamics, tempo, articulation, pitch and rhythm.	
 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. Group discussion: revise instruments of different tone, colour, pitch and dynamics. Learners perform sound pictures: use instruments of different tone dynamics. Learners perform sound pictures: use instruments of different tone dynamics. Learners perform sound pictures: use instruments of different tone dynamics. Learners perform sound pictures: use instruments of different tone dynamics. Learners perform sound pictures: use instruments of different tone dynamics. Learners perform sound pictures: use instruments of different tone dynamics. Learners perform sound pictures: use instruments of different tone colour, pitch and dynamics to express a mood or idea. 	Group discussion: revise sound pictures.		
 Learners perform sound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea. Group discussion: revise instruments of different tone, colour, pitch and dynamics. Learners perform sound pictures: use instruments of different to colour, pitch and dynamics to express a mood or idea. Keek 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	Teacher plays DVD's and CD's and show pictures of instruments	Week 8: World of work. Workplace Rules and Processes.	
 tone, colour, pitch and dynamics to express a mood or idea. pitch and dynamics. Learners perform sound pictures: use instruments of different to colour, pitch and dynamics to express a mood or idea. Group discussion: revise movement sequences. 	while discussing the different instruments and dynamics.	Group discussion: revise sound pictures.	
 Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	Learners perform sound pictures: use instruments of different	Group discussion: revise instruments of different tone, colour,	
 Week 4-5: Health, Social and Environmental Responsibility. Social Factors that contribute to substance abuse. Group discussion: revise movement sequences. 	tone, colour, pitch and dynamics to express a mood or idea.	pitch and dynamics.	
Factors that contribute to substance abuse.Group discussion: revise movement sequences.		Learners perform sound pictures: use instruments of different tone	
Group discussion: revise movement sequences.	Week 4-5: Health, Social and Environmental Responsibility. Social	colour, pitch and dynamics to express a mood or idea.	
	Factors that contribute to substance abuse.		
	Group discussion: revise movement sequences.		
Group discussion: revise mime techniques.	Group discussion: revise mime techniques.		
	Demonstrate fundamental pulse and echoes rhythms from the	٠	Respond in movement to a variety of rhythms and changes in
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	immediate environment using body percussion, instrumental		tempo in sounds, songs and stories.
	percussion and movement.	•	Differentiate between high and low, long and short, loud and sof
•	Echo a rhythm by body percussion or by playing on a percussion		sounds.
	instrument to accompany songs sung together.	•	Listen to and identify musical instruments in terms of
•	Use voice, body and found or made instruments to explore sounds		appearance, name, how sound is produced, timbre and general
	and silence related to walking, running, and skipping note values,		pitch classification (high-low).
	in order to explore rhythms and to create sound pictures.	•	Communicate a musical intention using the interface of pitch-
•	Use voice, body, percussion, natural, found or made instruments		based harmony (mellophony) instruments.
	to accompany stories, dances and songs.	•	Focus on music from a variety of South African forms.
	Demonstrate concentration and accurate listening through	•	Investigate and explain the purpose, function and role of differe
	recognising, repeating and creating rhythms and poly-rhythms,		instruments used in indigenous, traditional or Western forms of
	using movement, body percussion and natural instruments.		music in South Africa.
•	Convey feelings and ideas through facial expression and gesture.	•	Classify African instruments in terms of ideophones,
•	Express and describe feelings in response to a drama, story or		chordophones, membranophones, aerophones, and Western
	event.		instruments according to strings, woodwinds, brass and
•	Use the voice, gesture and body shape to express feelings and		percussion.
	thoughts.	•	Discuss any of the following types of instrument in terms of the
•	Use the voice and body imaginatively in drama exercises and		shape, materials used, type of sound, how it is played, what
	games.		makes the sound:
•	Explore the use of expressive mime to convey ideas and feelings.		 drums - made of wood, gourds or clay - to show the
•	Use sensory detail and emotional expression in dramatic activities		different membranes that are made of cow, goat or
	such as simple mime showing weight, size and shape.		donkey hides;

PERFORMING ARTS Grade 5 : Term 1 Content : Warm up and play			
• Explore, select and link movements that express feelings and	 percussion instruments - rattles, bells, clap stick, slit 		
moods into movement sentences to contribute towards a class	gongs, mbira, xylophones, kalimba, likembe,		
dance.	lamallaphone;		
• Express ideas and stories creatively through movement activities	 stringed instruments - musical bows, lutes, lyres, harps, 		
that are guided but open-ended.	zithers, kora, xalam;		
• Explore movement characteristics of animals, people, machines	 wind instruments - flutes made from bamboo, reeds, 		
and nature.	wood, clay and bones;		
• Use cans, stones, newspapers, materials, chairs, balls and a large	 trumpets made of animal horns and wood. 		
variety of objects/props to improvise and compose movement	• Participate in musical call and response games and activities.		
sequences.	Sing and/or play canons, rounds and two-part songs with other		
• Work creatively in dance with props, costumes, found and natural	learners, using natural, manufactured and found instruments.		
objects and instruments, alone and in groups.	• Listen and move creatively to music, stories, songs and sounds.		
• Use the voice and body imaginatively in drama exercises and	Sing songs found in the immediate environment.		
games	Sing songs and make music to express a variety of ideas,		
• Begin to see differences between self and the role being played.	feelings and moods.		
• Demonstrate ability to take on a role in drama - teacher	• Sing and/or play South African songs from various cultures with		
stimulated.	appropriate rhythm, tempo and dynamics.		
• Work with a partner in role, and switch roles in teacher-directed	• Express own personal sense of identity and uniqueness in any art		
dramatic play.	form.		
• Work with others when exploring situations in role.	• Participate in drama games - takes turns, waits for signals,		
• Adopt and maintain a role, and is able to answer questions in	responds to cues, and shares space.		
role using appropriate language and gesture.	• Recognise the letter names of notes on lines and in spaces on a		
• Dramatise social, cultural or environmental issues through the	treble staff and their difference in pitch.		
use of different drama techniques such as tableaux, verbal	• Recognise crotchet, minim and quaver note values and rests in a		
dynamic sequences or role-plays.	short melody.		

PERFORMING ARTS Grade 5: Term 1 Content : Warm up and play	
 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. 	Sing tunes rhythmically and at varying tempo and loudness.
Grade 5 : First Year Activities, techniques, notes, e	tc.
Week 1: Development of Self in Society. Positive Self Concept	Week 3: Health, Social and Environmental Responsibility. How to
Formation.	do your own budget, income and expenditure.
Group discussion: revise rhythms.	
Learners perform rhythms (crotchets, minims, crotchet rests,	Group discussion: revise percussive musical instruments.
minim rests) use body percussion and/or percussion instruments,	• Teacher plays DVD's and CD's and show pictures of instruments
songs, in unison, in tune and in time to accompaniment of the	while discussing expressive qualities of percussive musical
group.	instruments.
Group discussion: revise mime techniques.	Learners identify expressive qualities of percussive musical
Learner mime a positive coping mechanism in a difficult situation	instruments in an African music piece.
with a friend.	• Learners classify several instruments as part of a family or group
	in terms of appearance, name, how the sound is produced and
Mime exercises help further develop	pitch classification (high-low).
oral expression and self-esteem. By	
using attentiveness, students further	Week 4-5: Health, Social and Environmental Responsibility. Socia
develop their observational skills	Factors that contribute to substance abuse.
through focus and detail.	Group discussion: different cultural songs in South Africa.
Definition of Body percussion:	Group discussion: differences between cultural groups.

PERFORMING ARTS Grade 5 : Term 1 Content : Warm up and play				
Body percussion is used extensively in music education, because of	Learners sing cultural songs to show the difference between			
its accessibility—the human body is the original musical instrument	different cultural groups.			
and the only instrument that every student possesses. Using the body				
in this manner gives students a direct experience of musical elements,	Week 7: Social responsibility. Democracy and Citizenship.			
such as beat, rhythm, and metre and helps a student internalise	Group discussion: what is animation?			
rhythmic skills.	Teacher discuss national leaders.			
	• Learners use animation (bring to life) of objects (props, puppets)			
Example of body percussion:	to portray a character or tell a simple story about a national leader.			
Grade 5 : Second Year Activities, techniques, notes	s, etc.			
Week 1: Develop-ment of Self in Society. Positive Self Concept	Week 3: Health, Social and Environmental Responsibility. How to			
Formation.	do your own budget, income and expenditure.			
Group discussion: revise movement sentences.	Group discussion: revise expressions of different moods.			
Learners perform movement sequences: explore contrasts include	Teacher plays CD's with Western and African music while			
contrasts in time (slow/quick), levels (high/medium/low), direction	discussion expressions of different moods.			
(forwards/backwards/sideways/upwards/downwards/diagonally)	Learners identify expressions of different moods both visually and			
and force (smooth/jerky, strong/light).	aurally. Use selected examples of Western or African music.			
Group discussion: revise mime techniques.				
Learners role play a positive coping mechanism when having a	Week 4-5: Health, Social and Environmental Responsibility. Social			
difficult situation with a friend.	Factors that contribute to substance abuse.			
	Group discussion: clothing, songs and dances of other cultures.			
Definitions:	• Teacher shows DVD's, pictures and photographs of other cultures			
	and discusses the clothes, songs and dances of other cultures.			

	RFORMING ARTS de 5 : Term 1 Content : Warm up and play	
	Movement Idea : A created movement that results from a thought	Group discussion: learners decide which culture they are going to
	or other motivation.	display.
•	Movement Patterns: Movement composed of the elements of	Learners dress up in clothes from other cultures, and perform songs
	dance in a regular arrangement, configuration or design; a dance	and dances from these cultures.
	pattern.	
•	Movement Phrase: A sequence of dance movements making up	Week 7: Social responsibility. Democracy and Citizenship.
	part of a choreographic pattern. A dance phrase.	Group discussion: revise notation of rhythms.
•	Movement Sentence: a Combination of movements such as run-	Notation of rhythms on single line stave (semi-breve, crotchet,
	stop-turn-reach-drop, to demonstrate a certain emotion or idea as	minim and quaver note values and equivalent rests
	part of a dance phrase.	Learners perform musical phrases with voice and/or instruments
•	Movement Sequence: Movements linked together to form a	that explore contrasts in dynamics, pitch and rhythmic patterns
	series much like words linked together to form sentences,	Learners create a song to sing on a National Day for example
	paragraphs and essays.	Freedom day or Women's day.
•	Imagery: the use of words, pictures or gestures to describe ideas	
	or actions in poems, books or dramas.	
Ima	gery: uses the voice, gesture and body shape to illustrate certain	
ima	ges in dramas. Imaginative use of simple props as stimulus	
mat	erial show ho the same object can represent different things and	
diffe	erent moods. Imagery can also be used to express feelings and	
thou	ughts.	
Gra	de 5 : Third Year Activities, techniques, notes, e	etc.
Wee	ek 1: Develop-ment of Self in Society. Positive Self Concept	Learners perform role play in pairs showing how to apply for a
Forr	mation.	grant. Learner can use all the role players for example the social
•	Group discussion: revise drama techniques.	worker, medical nurse and officials from the department.
•	Teacher read an African folktale or traditional story.	

PERFORMING ARTS Grade 5 : Term 1	Content : Warm up and play	,
Learners perform an Afric	an folktale or traditional story.	Week 4-5: Health, Social and Environmental Responsibility. Social
• Learners read and interpl	et an appropriate story, then improvise	Factors that contribute to substance abuse.
and develop a short dram	a for presentation.	Group discussion: different national days in South Africa for
• Learners consider: - clea	plot and credible characters -	example Freedom day, Youth day etc.
highlighting key moments	- using space and narrative devices	• Learners perform in a concert doing dances and songs as part of
effectively.		the festivities of a national day for example Freedom day.
Week 3: Health, Social and	Environmental Responsibility. How to	Week 7: Social responsibility. Democracy and Citizenship.
do your own budget, income	and expenditure.	Group discussion: revise C major scale.
• Group discussion: revise	different types of drama in South Africa.	• Learners perform C Major scale and simple melodies in C Major.
Learners identify differen	t types of drama in South Africa,	Learners use the C major scale and create own melody that can be
considering social or cult	ural context, purpose and unique	sung in canon to support democracy
characteristics (such as p	raise poetry, traditional storytelling,	
workshop theatre, physic	al theatre, children's theatre, pantomime)	
Group discussion: revise	mime techniques.	

Ve	Торіс	Content:	Activities, techniques, notes, etc	
k		The learner must be able to:		
2	Develop- ment of Self	Grade 5 : First YearCreate artworks which demonstrate the translation of own	Grade 5 : First YearGroup discussion: revise working with	
	in Society Sexuality, Relationship s and Friendships: VISUAL ARTS	 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 	 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. 	
	Create in 3- D	 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 activitities. 	Examples of friendship jewelry made with earthenware clay.	
		Grade 5 : Second Year	Grade 5 : Second Year	

ide usi • Ex tec spo	 RM 1 Pate artworks which demonstrate the translation of own as, feelings and perceptions into three-dimensional work ing 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. plore and experiment with a wide variety of art materials, hniques (including waste materials), and colour in a pontaneous and creative way. rticipate in art activities in terms of choice and 	•	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.
org res • Ex in v exp	panisation of materials, with attention to safety and ponsible behaviour in the work space. periment with colour, line, texture, tone, shape and space various media in two dimensions and three dimensions, to press mood, feelings and ideas. ow spontaneity and a creative attitude in art activitities.		
Grade	5 : Third Year	Gr	ade 5 : Third Year
• Cr	eate artworks which demonstrate the translation of own		
ide	as, feelings and perceptions into three-dimensional work	•	Group discussion: revise working with
usi	ng appropriate and available materials, with a focus on:		earthenware clay.
	 line, tone, texture, spatial arrangement, contrast, composition; 	•	Demonstration by teacher: how to work with earthenware clay.
	 mixing of primary and secondary colours. 		

VISU	JAL ARTS Gra	 de 5 TERM 1 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 	 Teacher show DVD's and photos with examples of friendhip walls. Learners create a friendship wall with friends to show how friends that work together will strengthen a relationship. Example of a frienship
3	VISUAL	 in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activitities. 	wall Grade 5 : First Year
-	ARTS Health, Social and Environmen tal Responsibil ity How to do your own budget,	 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. 	 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.

income and	Participate in art activities in terms of choice and	Learners design a poster or paint a mural to
expenditure.	organisation of materials, with attention to safety and	advertise a market day, exploring a variety of
	responsible behaviour in the work space.	media and
	• Experiment with colour, line, texture, tone, shape and space	techniques.
Create in 2-	in various media in two dimensions and three dimensions, to	
D	express mood, feelings and ideas.	Example of a poster
	• Show spontaneity and a creative attitude in art activitities.	advertising a market
		day.
	Grade 5 : Second Year	Grade 5 : Second Year
	Create artworks which demonstrate the translation of own	Group discussion: different designs for menu's
	ideas, feelings and perceptions into three-dimensional work	Teacher shows DVD's, photographs and pictur
	using appropriate and available materials, with a focus on:	to show examples of different menu's.
	 line, tone, texture, spatial arrangement, contrast, composition; 	• Learners design a menu for a coffee shop or restaurant at the market day.
	 mixing of primary and secondary colours. 	
	 Shares and displays work. 	salad
	• Explore and experiment with a wide variety of art materials,	HEADTH CHARTER SALE
	techniques (including waste materials), and colour in a	entrees manual autoritic Mickan
	spontaneous and creative way.	- 9
	Participate in art activities in terms of choice and	Sides California Contractor
	organisation of materials, with attention to safety and	sweets
	responsible behaviour in the work space.	Annual and a second sec

	in various media in two dimensions and three dimensions, to	
	express mood, feelings and ideas.	
	Show spontaneity and a creative attitude in art activitities. Grade 5 : Third Year	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 	 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. Examples of a flyer inviting people to a mariet day
	 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 activitities. 	2003 AT Digital Diservet.
6	Grade 5 : First Year	Grade 5 : First Year

Social	• Use basic art terminology to explain how content, line, colour	Learners observe photographs and objects
responsibi-	and shape are used to express feelings and moods in	related to objects they could create to be sold at
lity	compositions.	the Market Day.
Constitutio	• Respond to and discuss images, designs and craft objects	Learners observe photographs or objects related
nal rights	used in popular culture, pictures and photographs in terms of	to advertising the market day for example murals
and	content, line, shape, form, colour, texture, space and	painted or posters made for the market day.
Responsibi-	materials used, using appropriate terminology.	
lity	• Differentiate between various art forms such as drawing,	
(Democracy	painting, architecture, sculpture, design, craftwork, and	
and Human	graphic media.	
Rights	• Respond to images and craft objects used in popular	
	culture, pictures and photographs in terms of purpose,	
Diversity,	content, form, contrast and meaning.	
Life events	Grade 5 : Second Year	Grade 5 : Second Year
and social	• Use basic art terminology to explain how content, line, colour	Learners observe and discuss visual stimuli in
interactions.	and shape are used to express feelings and moods in	photographs and real objects to identify and nam
	compositions.	all art elements related to clay images and
VISUAL	• Respond to and discuss images, designs and craft objects	products that can be sold at a market day.
ARTS	used in popular culture, pictures and photographs in terms of	Learners observe photographs and objects
	content, line, shape, form, colour, texture, space and	related to different menu's that can be used in
Visual	materials used, using appropriate terminology.	coffee shops or restaurants.
Literacy	• 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 : Third Year	Grade 5 : Third Year
	• Use basic art terminology to explain how content, line, colour	Learners observe and discuss visual stimuli in
	and shape are used to express feelings and moods in	photographs, artworks and real objects to identify
	compositions.	and name colour and balance in images or
	Respond to and discuss images, designs and craft objects	products that can be sold at a market day.
	used in popular culture, pictures and photographs in terms of	Learners observe photographs and real objects
	content, line, shape, form, colour, texture, space and	related to invitations to attent a market day.
	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.	
Create in 3-	Grade 5 : First Year	Grade 5 : First Year
D	Create artworks which demonstrate the translation of own	Teacher shows DVD's, pictures and photographs
	ideas, feelings and perceptions into three-dimensional work	to show different craft articles.
	using appropriate and available materials, with a focus on:	 Group discussion: revise techniques used to
	 line, tone, texture, spatial arrangement, contrast, 	create a specific craft object.
	composition;	
		Learners create any craft object that could be sold
	 mixing of primary and secondary colours. 	at a market day. The craft object could range fron
	 Shares and displays work. 	

VISUAL ARTS Grad	e 5 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 activitities. 	 a beaded necklace, bracelet to a basket or any other craft object that will be a best seller. The beads could be rolled with paper or clay beads can be created. Examples of craft objects:
	 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. 	Grade 5 : Second Year

VISUAL ARTS G	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 activitities. 	 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 Examples of mason jars and painted
	Orada 5 - Third Year	sticks
	 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. 	 Grade 5 : Third Year 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.

VISU	JAL ARTS Gra	de 5 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 activitities. 	Examples of decorated cards
8	VISUAL ARTS World of work Workplace Rules and Processes Create in 2-	 Grade 5 : First 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 	 Grade 5 : First Year 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.
	D	 Participate in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space. 	Examples of posters with rules that can be used in a workplace

•	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 activitities.		
	Grade 5 : Second Year	Grade 5 : Second Yea	r
	 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 activitities. 	collage. Teachers shows D 	 revise the craft of making a /D's, pictures and photographs or files using the craft of collage. Learners make a collage of pictures or photos that can decorate the front o a book or a file. Learners use differen shapes or letters to create the collage. Examples of collage used for decoration:

		Grade 5 : Third Year	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. 	 Group discussion: techniques that can be used to decorate a deskpad. Learners make a personaliseddeskpad. Examples of personaliseddeskpads
9	VISUAL ARTS World of work	 Grade 5 : First 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: 	 Grade 5 : First Year Group discussion: how to decorate a tin. Teacher shows DVD's, photographs and pictures of decorated tins.
	Decision Making	 line, tone, texture, spatial arrangement, contrast, composition; 	

	de 5 TERM 1	
Oreate in 2	 mixing of primary and secondary colours. 	Learners decorate a tin to
Create in 3-	 Shares and displays work. 	make a "piggy bank".
D	• Explore and experiment with a wide variety of art materials,	
	techniques (including waste materials), and colour in a	Example of a decorated tin
	spontaneous and creative way.	"piggy bank".
	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 activitities.	
	Grade 5 : Second Year	Grade 5 : Second Year
	• Create artworks which demonstrate the translation of own	Group discussion: how to make a card holder
	ideas, feelings and perceptions into three-dimensional work	a bank card.
	using appropriate and available materials, with a focus on:	• Teacher shows DVD's. photographs and pict
	 line, tone, texture, spatial arrangement, contrast, 	of different card holders.
	composition;	Group discussion: tools and equipment need
	 mixing of primary and secondary colours. 	make a card holder.
	 Shares and displays work. 	Learners make a card
	• Explore and experiment with a wide variety of art materials,	holder for bank card or
	techniques (including waste materials), and colour in a	ID card.
	spontaneous and creative way.	The second
		Examples of card
		holders

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 activitities. 	
 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	
Ass	essment		
The	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	
Follow a teacher-directed warm-up routine.	Demonstrate concentration and accurate listening through
• Follow a warm up ritual that develops co-ordination and control.	recognising, repeating and creating rhythms and poly-rhythms,
• Follow a warm up ritual that develops the controlled and relaxed	using movement, body percussion and natural instruments.
use of the joints, especially the knees, hips and ankles.	• Sing songs, rounds and canons in a choir to warm up the voice.
Apply safe dance practice and healthy use of the body by	• Sing vowels, rhymes and tongue twisters to warm up the voice.
warming up and cooling down.	Demonstrate fundamental pulse and echoes rhythms from the
Apply safe dance practice and healthy use of the body by good	immediate environment using body percussion, instrumental
postural and joint alignment.	percussion and movement.
• Perform simple relaxation exercises for warming up and cooling	Echo a rhythm by body percussion or by playing on a percussion
down.	instrument to accompany songs sung together.
• Perform simple teacher-directed relaxation, breathing and	• Use voice, body and found or made instruments to explore sounds
resonance exercises when warming up and cooling down.	and silence related to walking, running, and skipping note values,
• Perform simple relaxation, breathing, resonance, pitch and	in order to explore rhythms and to create sound pictures.
articulation exercises when warming up and cooling down the	• Use voice, body, percussion, natural, found or made instruments
voice and body.	to accompany stories, dances and songs.
• Listen and move creatively to music, stories, songs and sounds.	• Explore the shape, weight and feel of words and sounds in
• Sing tunes rhythmically and at varying tempo and loudness.	creative drama games.
• Differentiate between high and low, long and short, loud and soft	Use voice and movement spontaneously when playing creative
sounds.	drama games.

PERFORMING ARTS Grade 5 : Term 2 Content : Warm up and play	
 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. 	 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, e	tc.
Week 1: Development of self in the society. Goal setting.	Week 7: Social responsibility. Social Benefits and Responsibility.
Learners warm up and cool down	Group discussion: revise creative drama games.
• 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 perform directional games in general space. Learners perform creative games combining music and movement (e.g. physical movements to describe high/low notes).
 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.). 	Learners perform call and response games (e.g. call and response songs with movements).
Week 3-4: Health and Social Responsibility. First Aid.	Week 8: World of work. Documentation required.
 Group discussion: revise rhythm games. Learners perform rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres). 	 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
Week 5: Health and Social Responsibility. Safety at home.	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	
• 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	s, etc.
Week 1: Development of self in the society. Goal setting.	Week 7: Social responsibility. Social Benefits and Responsibility.
Learners warm up and cool down	Group discussion: revise creative drama games.
Learners do physical warm up exercises for co-ordination and	• Learners perform sensory games responding to aural, oral, visual,
control(including floor work, body part isolations, knee bends and	tactile and kinesthetic stimuli.
rises).	• Learners perform spatial awareness games (including lunges, arm swings, transfers of weight, etc.).
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	Week 8: World of work. Documentation required.
upwards, I pull both strings and your hands are coming up', etc. During	Learners warm up the body
the activity each body part is focused onto develop co-ordination and control.	 Learners do physical warm up exercises for co-ordination and control(including floor work, body part isolations, knee bends and rises).
Week 3-4: Health and Social Responsibility. First Aid.	
• Learners warm up the voice: sing warm up songs (including South African songs in unison, canon, and call and response).	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
Week 5: Health and Social Responsibility. Safety at home.	the activity each body part is focused onto develop co-ordination and control.

,
etc.
Week 7: Social responsibility. Social Benefits and Responsibility.
Group discussion: revise creative drama games.
Learners perform spatial awareness games (including lunges,
jumps, arm swings, etc.).
Week 8: World of work. Documentation required.
Learners warm up the body and cool down
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.
• 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		
Express ideas and stories creatively through movement activities	• Recognise crotchet, minim and quaver note values and rests in a	
that are guided but open-ended.	short melody.	
• Explore movement characteristics of animals, people, machines	Listen to and identify musical instruments in terms of	
and nature.	appearance, name, how sound is produced, timbre and general	
• Use cans, stones, newspapers, materials, chairs, balls and a large	pitch classification (high-low).	
variety of objects/props to improvise and compose movement	Communicate a musical intention using the interface of pitch-	
sequences.	based harmony (mellophony) instruments.	
• Work creatively in dance with props, costumes, found and natural	• Focus on music from a variety of South African forms.	
objects and instruments, alone and in groups.	• Investigate and explain the purpose, function and role of different	
Use the voice and body imaginatively in drama exercises and	instruments used in indigenous, traditional or Western forms of	
games.	music in South Africa.	
• Listen and move creatively to music, stories, songs and sounds.	Classify African instruments in terms of ideophones,	
• Sing tunes rhythmically and at varying tempo and loudness.	chordophones, membranophones, aerophones, and Western	
• Differentiate between high and low, long and short, loud and soft	instruments according to strings, woodwinds, brass and	
sounds.	percussion.	
• Explain how tempo, duration and dynamics have been used in	• Discuss any of the following types of instrument in terms of the	
songs and music to express feelings and moods.	shape, materials used, type of sound, how it is played, what	
• Sing and/or play South African songs from various cultures with	makes the sound:	
appropriate rhythm, tempo and dynamics.	 drums - made of wood, gourds or clay - to show the 	
• Sing songs and make music to express a variety of ideas,	different membranes that are made of cow, goat or	
feelings and moods.	donkey hides;	
• Sing and/or play South African songs from various cultures with	 percussion instruments - rattles, bells, clap stick, slit 	
appropriate rhythm, tempo and dynamics.	gongs, mbira, xylophones, kalimba, likembe,	
	lamallaphone;	

PERFORMING ARTS Grade 5 : Term 2 Content : Warm up and play	
 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. 	 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, et	с.
 Week 1: Development of self in the society. Goal setting. Group discussion: revise movement sentences and sound pictures. Learners perform movement responses to sound pictures (considering levels, directions, rhythms and weights of movement). 	 Week 7: Social responsibility. Social Benefits and Responsibility. 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.
Week 3-4: Health and Social Responsibility. First Aid.Group discussion: revise rhythm patterns.	Week 8: World of work. Documentation required.Group discussion: revise rhythmic patterns and body percussion.
• Learners play follow the leader; teacher claps a rhythmic pattern for the class, the learners answer with their own rhythmic pattern.	 Learners perform rhythmic patterns using body percussion or percussion instruments.

PERFORMING ARTS Grade 5 : Term 2 Content : Warm up and play	
Teacher develop this activity by dividing class into pairs, one	Learners clap different rhythms, using percussion instruments
learner claps a rhythmic pattern and the partner answers with the	(they could use their self-made instruments).
same pattern and adding his/her own pattern.	
	This activity could develop into call and response songs and games –
Week 5: Health and Social Responsibility. Safety at home.	the teacher divides the class into a calling and response group. Each
Learners create instruments using found objects (e.g. stones,	group learns part of the song. Add a drum to accompany the song
cans, seeds, pipes, bottles etc.).	(e.g. Shosholoza).
 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).	
Grade 5 : Second Year Activities, techniques, notes	s, etc.
Week 1: Development of self in the society. Goal setting.	Week 5: Health and Social Responsibility. Safety at home.
Group discussion: revise movement sequences.	• Learners perform melodic and rhythmic phrases (on voice, found
Learners perform movement sequences, using transfers of weight	and/or made instruments) that use repetition, call and response,
from different body parts, different kinds of jumps (with safe	and contrast.
landings), lunges and balances.	Week 7: Social responsibility. Social Benefits and Responsibility.
Teacher guides learners in doing jumps, lunges, balancing	Group discussion: revise creating own instruments.
activities and ways to transfer weight from on body part to another.	• Learners create their own instruments using found objects, e.g.
Learners divide into groups of four to six. They explore different	shakers using empty plastic containers filled with rice, sand,
ways to combine the movements they have explored,	beans, etc.; wind instruments using drinking straws cut in differen
experimenting with different kinds of lunges, jumps, and ways to	lengths, etc.
balance as well as to transfer the weight from one body part to	
another.	Week 8: World of work. Documentation required.
	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.	• Learners perform melodic and rhythmic phrases (on voice, found
Group discussion: revise movement sequences.	and/or made instruments) that use repetition, call and response,
• Learners perform movement sequences, using transfers of weight	and contrast.
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.	
Grade 5 : Third Year Activities, techniques, notes, e	etc.
Week 1: Development of self in the society. Goal setting.	Week 5: Health and Social Responsibility. Safety at home.
Group discussion: revise movement sequences.	Group discussion: structure of short musical pieces. Learners
• Learners perform movement sequences, using elements of dance,	study and play short musical pieces, structured in binary form (A
including time: rhythms; space: patterning, symmetry and	B), and ternary form (A B A).
asymmetry; force: strong and light, jerky and smooth.	
Learners perform movement sequences to develop relationships	Week 7: Social responsibility. Social Benefits and Responsibility.
in small groups, leading with different body parts and considering	Group discussion: revise traditional instruments.
eye contact and focus.	Learners use traditional instruments to perform a percussion band
	song.
Week 3-4: Health and Social Responsibility. First Aid.	
Group discussion: revise movement sequences.	Week 8: World of work. Documentation required.
• Learners perform movement sequences, using elements of dance,	Group discussion: revise movement sequences.
including time: rhythm and space.	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	L
• Listen and move creatively to music, stories, songs and sounds.	• Begin to see differences between self and the role being played.

ERFORMING ARTS rade 5 : Term 2 Content : Warm up and play	
Sing tunes rhythmically and at varying tempo and loudness.	• Demonstrate ability to take on a role in drama - teacher
Differentiate between high and low, long and short, loud and soft	stimulated.
sounds.	• Work with a partner in role, and switch roles in teacher-directed
Explain how tempo, duration and dynamics have been used in	dramatic play.
songs and music to express feelings and moods.	• Work with others when exploring situations in role.
Sing and/or play South African songs from various cultures with	• Adopt and maintain a role, and is able to answer questions in
appropriate rhythm, tempo and dynamics.	role using appropriate language and gesture.
Sing songs and make music to express a variety of ideas,	• Dramatise social, cultural or environmental issues through the
feelings and moods.	use of different drama techniques such as tableaux, verbal
Sing and/or play South African songs from various cultures with	dynamic sequences or role-plays.
appropriate rhythm, tempo and dynamics.	Assume both leader and follower roles willingly in dramatic
Demonstrate concentration and accurate listening through	activities.
recognising, repeating and creating rhythms and poly-rhythms,	• Explain how tempo, duration and dynamics have been used in
using movement, body percussion and natural instruments.	songs and music to express feelings and moods.
Participate in simple dances based on formations and patterns.	Listen to and identify musical instruments in terms of
Learn and perform simple dance steps from dances in the	appearance, name, how sound is produced, timbre and genera
immediate environment.	pitch classification (high-low).
Identify and describe the many kinds of dances in South Africa.	• Communicate a musical intention using the interface of pitch-
Learn, interpret and perform dances from South African culture	based harmony (mellophony) instruments.
with competence and appropriate style.	• Focus on music from a variety of South African forms.
Work creatively in dance with props, costumes, found and natural	• Investigate and explain the purpose, function and role of differ
objects and instruments, alone and in groups.	instruments used in indigenous, traditional or Western forms of
Demonstrate partner skills such as copying, leading, following	music in South Africa.
and mirroring in movement.	Classify African instruments in terms of ideophones,
	chordophones, membranophones, aerophones, and Western

PERFORMING ARTS Grade 5 : Term 2 Content : Warm up and play	
 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. 	 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: 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, et	tc.
 Week 3-4: Health and Social Responsibility. First Aid. 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. 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.

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).
Week 8: World of work. Documentation required.
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).
s, etc.
Week 7: Social responsibility. Social Benefits and Responsibility.
• 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.
Week 8: World of work. Documentation required.
Group discussion: revise mime techniques.
Learners perform a mime sequence using sensory detail and
emotional expression, and showing weight, size and shape.

PERFORMING ARTS Grade 5 : Term 2 Content : Warm up and play	
Week 3-4: Health and Social Responsibility. First Aid.	Week 7: Social responsibility. Social Benefits and Responsibility.
Group discussion: revise rhythmic drum patters.	Teacher discusses different dance types in South Africa.
Teacher select a piece of music and a cultural dance that the	Group discussion: unique characteristics of different dance types
learners will find interesting.	in South Africa.
Learners base some of the warm up and play exercises on the	Learners observe and discuss two different types of dance in
steps that will be used in the dance sequence.	South Africa, considering social or cultural context, purpose and
Learners create movement sequences that are based on the	unique characteristics (such as Kwaito, Domba, Pantsula,
dance that will be performed.	Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance).
Teacher allow learners to work in groups or pairs when they	
rehearse for the presentation - remind learners of eye contact and	Week 8: World of work. Documentation required.
focus.	Group discussion: revise cultural dances.
The rhythmic patterns on the drum need to be explored by all learners	Teacher shows a DVD and discusses different cultural dances
	portrayed on the DVD.
Week 5: Health and Social Responsibility. Safety at home.	Learners select a cultural dance; observe and discuss the steps
Group discussion: revise different drama techniques.	and styles of the dance in a recorded or live performance.
• Learners create a drama with different family members having a	Learners rehearse a cultural dance for presentation
medical problem at home. Include safety rules and measures that	
must be taken in the house.	

W	Торіс	Content:	Activities, techniques, notes, etc
e		The learner must be able to:	
ek			
1	VISUAL ARTS	Grade 5 : First Year	Grade 5 : First Year
	Development	• Use basic art terminology to explain how content, line,	Learners find examples of artistic lettering and or
	of self in the	colour and shape are used to express feelings and moods	pattern-making to show different art elements.
	society	in compositions.	Learners observe and discuss visual stimuli like
		Respond to and discuss images, designs and craft	photographs and real objects to identify and name
	Goal setting	objects used in popular culture, pictures and photographs	all art elements in lettering and/or pattern-making
		in terms of content, line, shape, form, colour, texture,	
	Visual literacy	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 : Second Year	Grade 5 : Second Year
		• Use basic art terminology to explain how content, line,	Learners observe and discuss visual stimuli in
		colour and shape are used to express feelings and moods	photographs and real objects to identify and name
		in compositions.	all art elements related to indigenous African
		Respond to and discuss images, designs and craft	patterns and African body adornment.
		objects used in popular culture, pictures and photographs	Learners observe photographs/ pictures/videos o
		in terms of content, line, shape, form, colour, texture,	a variety of art works such as murals depicting
		space and materials used, using appropriate terminology.	

VISUAL	L ARTS GRAD	DE 5 Term 2	
		 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 : Third Year 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 of purpose, content, form, contrast and meaning. 	 different patterns, as well as images of African body adornment. Grade 5 : Third Year 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 reliëf mandalas.
2 De	evelopment	Grade 5 : First Year	Grade 5 : First Year
sc	f self in ociety uture options	• 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:	Group discussion: how to use letters of the alphabet for decoration or craft articles.

JAL ARTS GRA	DE 5 Term 2	
VISUAL LITERACY Createin 2-D	 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. 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. Examples of craft objects using the letters of the alphabet 	
	Show spontaneity and a creative attitude in art activitities. Grade 5 : Second Year 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: Ine, tone, texture, spatial arrangement, contrast, composition; Mixing of primary and secondary colours. Shares and displays work. 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: Ine, tone, texture, spatial arrangement, contrast, composition; Mixing of primary and secondary colours. Shares and displays work. 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	
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•	Explore and experiment with a wide variety of art	Examples of craft articles using letters of the
	materials, techniques (including waste materials), and	alphabet
	colour in a spontaneous and creative way.	ENERGY CONTRACT
•	Participate in art activities in terms of choice and	A Company
	organisation of materials, with attention to safety and	ST TOO
	responsible behaviour in the work space.	and the second sec
•	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 activitities.	
	Grade 5 : Third Year	Grade 5 : Third Year
•	Create artworks which demonstrate the translation of own	• Group discussion: what is a relief mandala.
	ideas, feelings and perceptions into three-dimensional	Teacher shows DVD's, photos and pictures of
	work using appropriate and available materials, with a	reliëf mandalas.
	focus on:	• Group discussion: how to make a reliëf mandala.
	• line, tone, texture, spatial arrangement, contrast,	• Learners design or colour a reliëf mandala.
	composition;mixing of primary and secondary colours.	Mandala is a graphic and often symbolic pattern,
	 Shares and displays work. 	usually in the form of a circle divided into four separate
•	Explore and experiment with a wide variety of art	section or bearing a multiple projection of an image.
	materials, techniques (including waste materials), and	Patterns of mandalas are
	colour in a spontaneous and creative way.	available in art shops as
	Participate in art activities in terms of choice and	well as in colouring
	organisation of materials, with attention to safety and	books.
	responsible behaviour in the work space.	

VISU	SUAL ARTS GRADE 5 Term 2		
	VISUAL ARTS	 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 activitities. 	Examples of reliëf mandalas above Grade 5 : First Year
3-4	Health and Social Responsibilit y First Aid	 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; 	 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.
	Create in 3-D	 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 activitities. 	 Demonstration by teacher – how to make a paper-maché light up globe. Group discussion: tools and equipment needed whan making the craft article. Learners make an Earth day suncathcer or a paper-maché light up globe. Examples of Earth day craft articles

VISUAL ARTS GRA	DE 5 Term 2	
	 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 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 whan making the craft article. Learners make a bird feeder using recycled materials.
	Grade 5 : Third Year	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:	 Group discussion: revise Earth day activities and meaning of Earth day. Group discussion: what is a terrarium.

VISU	JAL ARTS GRAD	DE 5 Term 2
		 line, tone, texture, spatial arrangement, contrast, Demonstration by teacher – how to make a
		composition; terrarium in a bottle.
		• Group discussion: tools and
		 Shares and displays work. equipment
		Explore and experiment with a wide variety of art needed whan
		materials, techniques (including waste materials), and making the
		colour in a spontaneous and creative way. craft article.
		Participate in art activities in terms of choice and
		organisation of materials, with attention to safety and a terrarium in
		responsible behaviour in the work space. a bottle
		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 activitities.
6	Social	Grade 5 : First Year Grade 5 : First Year
	responsibility	Create artworks which demonstrate the translation of own Group discussion: revise Beading techniques.
		ideas, feelings and perceptions into three-dimensional • Demonstration by teacher – how to do beading of
	Human rights	work using appropriate and available materials, with a a bottle.
		focus on:
	VISUAL ARTS	 line, tone, texture, spatial arrangement, contrast,
		composition;
	Create in 2-D	 mixing of primary and secondary colours.
		 Shares and displays work.

VISUAL ARTS GRADE	5 Term 2	
•	 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 activitities. 	 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. Example of a beaded bottle
Gr	rade 5 : Second Year	Grade 5 : Second Year
•	Create artworks which demonstrate the translation of own	Group discussion: revise Beading techniques.
	 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. 	 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	
•	 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 activitities. 	Example of a beaded tin cup
Gr	rade 5 : Third Year	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. 	 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. Example of a beaded Vuvusela

VISUAL	L ARTS GRAD	E 5 Term 2	
9 W	/orld of work	 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 activitities. Grade 5 : First Year 	Grade 5 : First Year
Sa ar VI	afety signs nd PPE ISUAL ARTS create in 2-D	 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. 	 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. Example of pictures using bottle caps (above)
	-	• Show spontaneity and a creative attitude in art activitities. Grade 5 : Second Year	Grade 5 : Second Year

•	Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional	Group discussion: revise recycling and recycled materials.
•	 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 	 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.
•	 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 activitities. 	• Learners make a craft article using recycled newspapers. Example of pictures with recycled newspapers
•	Trade 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	 Grade 5 : Third Year Group discussion: revise recycling and recycled materials. Demonstration by teacher – how to make a craft

 line, tone, texture, spatial arrangement, contrast, Group discussion: tools and equipment needed
composition; when making a craft article with recycled
 mixing of primary and secondary colours. materials.
 Shares and displays work. Learners make a craft article using recycled gla
Explore and experiment with a wide variety of art
materials, techniques (including waste materials), and Examples of craft articles using recycled glass
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 activitities.

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	
Follow a teacher-directed warm-up routine.	• Echo a rhythm by body percussion or by playing on a percussion
• Follow a warm up ritual that develops co-ordination and control.	instrument to accompany songs sung together.
• Follow a warm up ritual that develops the controlled and relaxed	• Use voice, body and found or made instruments to explore sounds
use of the joints, especially the knees, hips and ankles.	and silence related to walking, running, and skipping note values,
Apply safe dance practice and healthy use of the body by	in order to explore rhythms and to create sound pictures.
warming up and cooling down.	• Use voice, body, percussion, natural, found or made instruments
Apply safe dance practice and healthy use of the body by good	to accompany stories, dances and songs
postural and joint alignment.	• Explore the shape, weight and feel of words and sounds in
Perform simple relaxation exercises for warming up and cooling	creative drama games.
down.	• Use voice and movement spontaneously when playing creative
Perform simple teacher-directed relaxation, breathing and	drama games.
resonance exercises when warming up and cooling down.	• Participate in drama games - takes turns, waits for signals,
Perform simple relaxation, breathing, resonance, pitch and	responds to cues, and shares space.
articulation exercises when warming up and cooling down the	• Respond through drama to stimuli in games and stories, including
voice and body.	making up endings to stories presented by the teacher.
• Sing songs, rounds and canons in a choir to warm up the voice.	• Use skills of observation, imitation and exaggeration to create
• Sing vowels, rhymes and tongue twisters to warm up the voice.	character and mood in dramatic play and exercises.
Demonstrate fundamental pulse and echoes rhythms from the	• Use the voice and body imaginatively in drama exercises and
immediate environment using body percussion, instrumental	games
percussion and movement.	

PERFORMING ARTS	
Grade 5 : Term 3Content : Warm up and playGrade 5 : First YearActivities, techniques, notes, et	tc.
 Week 1: Development of the self. Abilities, interests and potential. Learners roll up and down the spine and bend sidewards. 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). Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations. Learners do voice warm up exercises (e.g. humming, yawning and sighing). Learners perform call and response games (in speaking, singing and movement). Learmers do action songs (doing actions related to the specific rhythms of the song). 	 Learners perform sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions). Week 7: Social Responsibility. 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). Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work. Learners do voice warm up exercises (e.g. humming, yawning and sighing).
 Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts. Group discussion: creative drama games. Learners perform concentration and focus games. Grade 5 : Second Year Activities, techniques, notes Week 1: Development of the self. Abilities, interests and potential. 	 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). s, etc. 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	
Learners do physical warm up activities for co-ordination and	Week 7: Social Responsibility.
control (including spinalrolls, swings, floor work, body part	Learners do breathing and articulation activities.
isolations, knee bends and rises).	 Learners start off with standing in the neutral position, focusing on
Learner do cool down activities (including stretches and flowing	the correct posture, develop breathing capacity and control by
movements).	doing breathing activities, proceed to articulation activities
	focusing on the correct formation of the words.
Week 3: Development of the self. Peer pressure, bullying, child	
abuse and violent situations.	Week 8: World of work. The rules of the workplace and what I am
 Learners do vocal warm up exercises (including breathing 	NOT allowed to do at work.
awareness exercises, harmonising of vowels on different notes).	Learners do vocal warm up exercises (including breathing
Learners sing warm up songs (including South African songs in	awareness exercises, harmonising of vowels on different notes).
unison, canon,two-part harmony, and call and response).	• Learners sing warm up songs (including South African songs in
	unison, canon,two-part harmony, and call and response).
Week 5: Health and environmental responsibility. HIV and	
AIDS.Education: basic facts.	
Group discussion: revise creative drama games.	
Grade 5 : Third Year Activities, techniques, notes,	etc.
Week 1: Development of the self. Abilities, interests and potential.	Week 7: Social Responsibility.
Learners do physical warm up activities for co-ordination and	Learners do physical warm up exercises for co-ordination and
control (including spinal warm up, floor work, locomotor and axial	control (including spinal warm up, floor work, locomotor and axial
movements, stretches, transfer of weight in all directions with	movements, stretches, transfer of weight in all directions with
turning, relaxed use of joints and safe landings in runs, leaps and	turning, relaxed use of joints and safe landings in runs, leaps and
gallops).	gallops).
Learners do cool down activities (including stretches and flowing	Learners do cool down activities (including stretches and flowing
movements).	movements).

PERFORMING ARTS Grade 5 : Term 3 Content : Warm up and play	
Week 3: Development of the self. Peer pressure, bullying, child	Week 8: World of work. The rules of the workplace and what I am
abuse and violent situations.	NOT allowed to do at work.
 Learners do vocal warm up exercises (including humming on 	Learners do vocal warm up exercises (including humming on
voiced consonants and vowels, resonance).	voiced consonants and vowels, resonance).
Learners sing warm up songs (including South African songs in	Learners sing warm up songs (including South African songs in
unison, canon, two-part harmony and call and response).	unison, canon, two-part harmony and call and response).
Week 5: Health and environmental responsibility. HIV and	
AIDS.Education: basic facts.	
Group discussion: revise creative drama games.	
Learners perform action and reaction games.	
Grade 5 : Content : Improvise and create	
• Explore, select and link movements that express feelings and	• Use voice, body, percussion, natural, found or made instruments
moods into movement sentences to contribute towards a class	to accompany stories, dances and songs
dance.	• Explore the shape, weight and feel of words and sounds in
• Express ideas and stories creatively through movement activities	creative drama games. Participate in drama games - takes turns,
that are guided but open-ended.	waits for signals, responds to cues, and shares space.
• Explore movement characteristics of animals, people, machines	• Use skills of observation, imitation and exaggeration to create
and nature.	character and mood in dramatic play and exercises.
• Use cans, stones, newspapers, materials, chairs, balls and a large	• Use voice and movement spontaneously when playing creative
variety of objects/props to improvise and compose movement	drama games.
sequences.	Respond through drama to stimuli in games and stories, including
• Work creatively in dance with props, costumes, found and natural	making up endings to stories presented by the teacher.

PERFORMING ARTS Grade 5 : Term 3 Content : Warm up and play	
 Use the voice and body imaginatively in drama exercises and 	• Use skills of observation, imitation and exaggeration to create
games.	character and mood in dramatic play and exercises.
• Listen and move creatively to music, stories, songs and sounds.	• Begin to see differences between self and the role being played.
• Sing tunes rhythmically and at varying tempo and loudness.	• Demonstrate ability to take on a role in drama - teacher
Differentiate between high and low, long and short, loud and soft	stimulated.
sounds.	• Work with a partner in role, and switch roles in teacher-directed
• Explain how tempo, duration and dynamics have been used in	dramatic play.
songs and music to express feelings and moods.	• Work with others when exploring situations in role.
Sing and/or play South African songs from various cultures with	• Adopt and maintain a role, and is able to answer questions in
appropriate rhythm, tempo and dynamics.	role using appropriate language and gesture.
Sing songs and make music to express a variety of ideas,	• Dramatise social, cultural or environmental issues through the
feelings and moods.	use of different drama techniques such as tableaux, verbal
Sing and/or play South African songs from various cultures with	dynamic sequences or role-plays.
appropriate rhythm, tempo and dynamics.	Assume both leader and follower roles willingly in dramatic
Demonstrate concentration and accurate listening through	activities
recognising, repeating and creating rhythms and poly-rhythms,	Build own movement vocabulary using:
using movement, body percussion and natural instruments.	$_{\odot}$ locomotor movements such as walk, run leap and gallop
Sing songs, rounds and canons in a choir to warm up the voice.	 Non-locomotor movements such as reach, bend, rise.
Sing vowels, rhymes and tongue twisters to warm up the voice.	• Demonstrate the eight basic locomotor movements (walk, run,
Use voice, body and found or made instruments to explore sounds	skip, hop, leap, jump, gallop, slide), while travelling forward,
and silence related to walking, running, and skipping note values,	sideward, backward, diagonally and turning.
in order to explore rhythms and to create sound pictures.	• Demonstrate the basic non-locomotor movements: reach, benc
Demonstrate fundamental pulse and echoes rhythms from the	rise, twist and turn.
immediate environment using body percussion, instrumental	• Echo a rhythm by body percussion or by playing on a percussior
percussion and movement.	instrument to accompany songs sung together.

PERFORMING ARTS Grade 5 : Term 3	Content : Warm up and play	
Grade 5 : First Year	Activities, techniques, notes, e	tc.
Week 1: Development of the s	self. Abilities, interests and potential.	Learners explore characters, using props as stimulus. (Ask: "Who
• Group discussion: revise m	ovement sentences.	would use this prop? How would they use it? Why would they use
• Learners perform movemer	nt responses to different types of music.	it?") Consider body language, posture and gesture.
• Learners explore how the m	nood of music can inform the mood of	
movement, and vice versa.		Week 7: Social Responsibility.
		Group discussion: revise movement sequences.
Week 3: Development of the s	self. Peer pressure, bullying, child	• Learners perform movement sequences: explore verbal dynamics
abuse and violent situations.		in words such as action words, directional words (words conveying
Group discussion: revise m	ovement sequences.	a straight, turning or broken movement), contrasting words
Learners perform movemer	nt sequences exploring verbal	(big/small, wide/narrow, expand/contract; stretch/shrink), and word
dynamics in words such as	action words, directional words (words	sequences.
conveying a straight, turning	g or broken movement), contrasting	
words (big/small, wide/narro	ow, expand/contract; stretch/shrink),	Week 8: World of work. The rules of the workplace and what I am
and word sequences.		NOT allowed to do at work.
		Group discussion: revise movement sentences.
Week 5: Health and environm	ental responsibility. HIV and	Learners perform movement responses to different types of music:
AIDS.Education: basic facts.		explore how the mood of music informs the mood of movement,
• Group discussion: revise dr	rama techniques.	and vice versa.
Grade 5 : Second Year	Activities, techniques, notes	s, etc.
Week 1: Development of the s	self. Abilities, interests and potential.	Learners perform pair role-plays, using appropriate language,
• Group discussion: revise m	ovement sentences.	movement, facial expression and gesture.
• Learners perform musical p	hrases in pairs, using repetition,	
accent, call and response, a	and/or echo.	

PERFORMING ARTS Grade 5 : Term 3 Content : Warm up and play	
Learners perform movement phrases in pairs using 'question and	Learners remain in their pairs. Each pair is allocated a short dialogue
answer' and 'meeting and parting.	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
Week 3: Development of the self. Peer pressure, bullying, child	performing the dialogue for a few times and then add their own
abuse and violent situations.	dialogue to develop the scenario.
Group discussion: revise creative drama games.	
• Learners perform partner skills such as copying, leading, following	Week 7: Social Responsibility.
and mirroring.	Group discussion: revise movement sentences.
	• Learners balance in different ways on one leg, alone and with a
Learners are divided into pairs. Each learner works with a partner and	partner.
imitates the movement made by the other, or mirrors the movements	
made. The focus is on developing concentration and observational	Week 8: World of work. The rules of the workplace and what I am
skills	NOT allowed to do at work.
	Group discussion: revise movement phrases and musical phrases.
Week 5: Health and environmental responsibility. HIV and	Learners perform musical phrases, in pairs, using repetition,
AIDS.Education: basic facts.	accent, call and response, and/or echo.
Group discussion: revise role plays.	Learners perform movement phrases in pairs using 'question and
	answer' and 'meeting and parting.
Grade 5 : Third Year Activities, techniques, notes,	etc.
Week 1: Development of the self. Abilities, interests and potential.	Week 5: Health and environmental responsibility. HIV and
Group discussion: conflict situations.	AIDS.Education: basic facts.
Learners perform short dialogues and explore conflict within a	Group discussion: revise movement sentences and locomotor
specific context (Who? What? Where? When?) in the dialogue.	movements.
Learners perform music phrases exploring conflict, using voice,	
found or made instruments, rhythm and melody appropriately.	

PERFORMING ARTS Grade 5 : Term 3 Content : Warm up and play		
	Learners perform movement sequences exploring conflict and	
Week 3: Development of the self. Peer pressure, bullying, child	using a combination of loco motor and non-loco motor	
abuse and violent situations.	movements.	
Group discussion: cultural traditions of the learners.	Learners sing a song about the conflict situation so that it	
• Teacher chooses a cultural tradition that the learners can relate	becomes an echo. I am angry ; about	
to.	what-what? I want to fight -fight; where-where? When-when; now	
 Learners create a short drama about the cultural tradition. 	now.	
• Teacher allows the learners to decide which song are going to be	Week 7: Social Responsibility.	
performed in the short drama.	Group discussion: revise rhythmic patterns.	
Learners use the cultural tradition as a context to explore action	Learners perform rhythmic patterns including the note values and	
and reaction games.	rests studied, using body percussion, and any available instrumer	
Learners use the cultural tradition to explore short dialogues that	or voice	
can be used in the drama.	Week 8: World of work. The rules of the workplace and what I am	
	NOT allowed to do at work.	
	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	1	
• Begin to see differences between self and the role being played.	• Sing and/or play South African songs from various cultures with	
Demonstrate ability to take on a role in drama - teacher	appropriate rhythm, tempo and dynamics.	
stimulated.	• Sing songs and make music to express a variety of ideas,	
• Work with a partner in role, and switch roles in teacher-directed	feelings and moods.	
dramatic play.		

PERFORMING ARTS Grade 5 : Term 3 Content : Warm up and play	
Work with others when exploring situations in role.	• Sing and/or play South African songs from various cultures with
• Adopt and maintain a role, and is able to answer questions in	appropriate rhythm, tempo and dynamics.
role using appropriate language and gesture.	Demonstrate concentration and accurate listening through
Dramatise social, cultural or environmental issues through the	recognising, repeating and creating rhythms and poly-rhythms,
use of different drama techniques such as tableaux, verbal	using movement, body percussion and natural instruments.
dynamic sequences or role-plays.	• Demonstrate fundamental pulse and echoes rhythms from the
Assume both leader and follower roles willingly in dramatic	immediate environment using body percussion, instrumental
activities	percussion and movement.
• Explain how tempo, duration and dynamics have been used in	• Echo a rhythm by body percussion or by playing on a percussion
songs and music to express feelings and moods.	instrument to accompany songs sung together.
Listen to and identify musical instruments in terms of	Use voice, body and found or made instruments to explore sound
appearance, name, how sound is produced, timbre and general	and silence related to walking, running, and skipping note values
pitch classification (high-low).	in order to explore rhythms and to create sound pictures.
Communicate a musical intention using the interface of pitch-	• Use voice, body, percussion, natural, found or made instruments
based harmony (mellophony) instruments.	to accompany stories, dances and songs.
• Focus on music from a variety of South African forms.	• Participate in simple dances based on formations and patterns.
• Investigate and explain the purpose, function and role of different	• Learn and perform simple dance steps from dances in the
instruments used in indigenous, traditional or Western forms of	immediate environment.
music in South Africa.	• Identify and describe the many kinds of dances in South Africa.
Classify African instruments in terms of ideophones,	• Learn, interpret and perform dances from South African culture
chordophones, membranophones, aerophones, and Western	with competence and appropriate style.
instruments according to strings, woodwinds, brass and	• Work creatively in dance with props, costumes, found and natura
percussion.	objects and instruments, alone and in groups.
• Listen and move creatively to music, stories, songs and sounds.	• Demonstrate partner skills such as copying, leading, following
• Sing tunes rhythmically and at varying tempo and loudness.	and mirroring in movement.

PERFORMING ARTS Grade 5 : Term 3 Content : Warm up and play		
Grade 5 : Term 3Content : Warm up and play• Differentiate between high and low, long and short, loud and soft	Work co-operatively with partners, improvising and composing	
sounds.	dance sequences.	
Grade 5 : First Year Activities, techniques, notes, e	· · · · · · · · · · · · · · · · · · ·	
Week 3: Development of the self. Peer pressure, bullying, child	Week 7: Social Responsibility.	
abuse and violent situations.	Group discussion: revise sound pictures.	
Group discussion: revise mime techniques.	Group discussion: revise body percussion.	
• Learners building a drama from a stimulus: choose characters,	Learners perform sound pictures using instruments (body	
develop a storyline (beginning/ middle/ end) in space and time	percussion, self-made, found, traditional) to create a soundtrack	
through mimed action.	for the drama and to introduce characters (considering dynamics,	
-	pitch, timbre and tempo).	
Week 5: Health and environmental responsibility. HIV and		
AIDS.Education: basic facts.	Week 8: World of work. The rules of the workplace and what I am	
Group discussion: revise role play techniques.	NOT allowed to do at work.	
Learners do a role play in pairs showing discrimination in a	Learners sing songs to improve ability to sing in tune.	
workplace.	Group discussion: how the character of the chosen songs relate to	
Learners create a solution for the problem and show how to	suit characters in a specific drama.	
handle this discrimination in a correct way.	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, note		
Week 3: Development of the self. Peer pressure, bullying, child		
abuse and violent situations.	Week 7: Social Responsibility.	
Group discussion: revise role play techniques.	Group discussion: different dance steps.	

PERFORMING ARTS Grade 5 : Term 3 Content : Warm up and play	
 Grade 5: Term 3 Content: Warm up and play Learners develop a group role-play: The two pairs match up so that thereare 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. Week 5: Health and environmental responsibility. HIV and AIDS.Education: basic facts. Group discussion: revise different drama techniques. Learners create a song or a dance as part of the drama to show the emotions when there is discrimination to an individual. 	 Learners perform two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance. Week 8: World of work. The rules of the workplace and what I am NOT allowed to do at work. Group discussion: revise musical notation of notes on lines and in spaces. Learners recognise and/or write musical notation of notes on lines and lines and in spaces on a treble stave using letter names on C major scale.
• Learner show in the drama right and/or wrong ways to handle this discrimination.	
Grade 5 : Third Year Activities, techniques, notes,	
Week 3: Development of the self. Peer pressure, bullying, child abuse and violent situations.	Week 7: Social Responsibility.
	Group discussion: different types of South African music.
Group discussion: song related to specific cultural traditions.	Learners perform two different types of South African music,
Learners sing songs from at least two cultural traditions of South	discussing the use of repetition and contrast and considering
Africa in unison, canon, round or two-part harmony.	cultural context, lyrical content, mood and purpose of the music.

PERFORMING ARTS	
Grade 5 : Term 3 Content : Warm up and play	
Learners consider: dynamics, melodic and rhythmic patterns; the	Week 8: World of work. The rules of the workplace and what I am
movement (posture, facial expression, gesture) or dance element	NOT allowed to do at work.
related to the song; style and mood.	Group discussion: revise musical notation and rhythm patterns.
	Learners perform musical notation (note names on the lines and
Week 5: Health and environmental responsibility. HIV and	spaces of the treble clef) by singing notated songs and using tonic
AIDS.Education: basic facts.	solfa.
Group discussion: emotions related to discrimination situations.	• Learners perform rhythmic patterns in 2/4, 3/4 and 4/4, using body
Learners create a song or a dance to show the emotions when	percussion and/or percussion instruments.
there is discrimination to an individual.	
Group discussion: learners discuss right and wrong ways to	
handle this discrimination.	

We	Торіс	Content:	Activities, techniques, notes, etc
ek		The learner must be able to:	
1	VISUAL	Grade 5 : First Year	Grade 5 : First Year
	ARTS	• Use basic art terminology to explain how content, line,	Learners observe and discuss visual stimuli in
	Development	colour and shape are used to express feelings and moods	photographs, artworks and real objects to identify
	of the self	in compositions.	and name all art elements in images of wild and
		• Respond to and discuss images, designs and craft objects	domestic animals.
	Abilities,	used in popular culture, pictures and photographs in terms	Learners observe and discuss visual stimuli in
	interests and	of content, line, shape, form, colour, texture, space and	photographs, artworks and real objects to identify
	potential	materials used, using appropriate terminology.	and name contrast and proportion in images of
		• Differentiate between various art forms such as drawing,	wild and domestic animals.
	Visual literacy	painting, architecture, sculpture, design, craftwork, and	• Teacher asks questions to deepen and extend
		graphic media.	observation of elements and design principles in
		Respond to images and craft objects used in popular	images of wild or domestic animals.
		culture, pictures and photographs in terms of purpose,	
		content, form, contrast and meaning.	
		Grade 5 : Second Year	Grade 5 : Second Year
		• Use basic art terminology to explain how content, line,	• Learners observe and discuss visual stimuli in
		colour and shape are used to express feelings and moods	photographs, artworks and real objects to identif
		in compositions.	and name all art elements in images of reptiles,
		• Respond to and discuss images, designs and craft objects	insects, etc.
		used in popular culture, pictures and photographs in terms	• Learners observe and discuss visual stimuli in
		of content, line, shape, form, colour, texture, space and	photographs, artworks and real objects to identif
		materials used, using appropriate terminology.	and explore art elements in images of reptiles,
			insects, etc.

VISU	VISUAL ARTS GRADE 5 Term3		
		 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. 	Teacher asks questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc.
		 Grade 5 : Third Year 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 : Third Year 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	 Grade 5 : First 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: 	 Grade 5 : First Year Group discussion: how to draw an animal. Group discussion: related colours.

		Learning data the sufficient for structure 1.00.0
VISUAL ARTS	 line, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. 	 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.
Create in 2-D	 Shares and displays work. Explore and experiment with a wide variety of art 	 Learners choose two related colours and a contrasting colour for the background.
	 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 activitities. 	Drawings of animals Image: Second s
	 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 	 Grade 5 : Second Year 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.
	materials, techniques (including waste materials), and colour in a spontaneous and creative way.	Drawing of an insect

VISUAL ARTS GRADE 5	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 activitities. 	
Gra • •	 ade 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

VISUA	SUAL ARTS GRADE 5 Term3		
4	Development	Grade 5 : First Year	Grade 5 : First Year
	of the self	Create artworks which demonstrate the translation of own	Group discussion: working with polymer clay.
		ideas, feelings and perceptions into three-dimensional work	• Teacher shows DVD's, photos and pictures of
		using appropriate and available materials, with a focus on:	wild animals made with polymer clay.
	VISUAL	 line, tone, texture, spatial arrangement, contrast, 	• Demonstration by teacher: how to make a wild
	ARTS	composition;	animal using polymer clay.
		\circ mixing of primary and secondary colours.	Group discussion: tools and equipment needed
	Create in 3-D	 Shares and displays work. 	when making a craft article with polymer clay.
		• Explore and experiment with a wide variety of art	Learners make a craft article of a wild animal,
		materials, techniques (including waste materials), and	using polymer clay.
		colour in a spontaneous and creative way.	Examples of polymer clay wild animals
		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 activitities.	
		Grade 5 : Second Year	Grade 5 : Second Year
		Create artworks which demonstrate the translation of own	• Group discussion: working with polymer clay.
		ideas, feelings and perceptions into three-dimensional work	• Teacher shows DVD's, photos and pictures of
		using appropriate and available materials, with a focus on:	reptiles and insects made with polymer clay.
		 line, tone, texture, spatial arrangement, contrast, 	• Demonstration by teacher: how to make a reptile
		composition;	or insect using polymer clay.
		 mixing of primary and secondary colours. 	

VISUAL ARTS GRADE 5 Term3		
	 Shares and displays work. 	Group discussion: tools and equipment needed
	• Explore and experiment with a wide variety of art	when making a craft article with polymer clay.
	materials, techniques (including waste materials), and	Learners make a
	colour in a spontaneous and creative way.	craft article of a
	• 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.	reptile or an insect, using
	• Show spontaneity and a creative attitude in art activitities.	polymer clay.
		Examples of polymer clay reptiles and insects
	Grade 5 : Third Year	Grade 5 : Third Year
	Create artworks which demonstrate the translation of own	Group discussion: creating
	• Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work	Group discussion: creating buildings or villages with recycled
	ideas, feelings and perceptions into three-dimensional work	buildings or villages with recycled
	ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:	buildings or villages with recycled material.
	 ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: line, tone, texture, spatial arrangement, contrast, 	 buildings or villages with recycled material. Teacher shows DVD's,
	 ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: line, tone, texture, spatial arrangement, contrast, composition; 	 buildings or villages with recycled material. Teacher shows DVD's, photos and pictures of buildings
	 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. 	 buildings or villages with recycled material. Teacher shows DVD's, photos and pictures of buildings that can be crafted using recycled
	 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. 	 buildings or villages with recycled material. Teacher shows DVD's, photos and pictures of buildings that can be crafted using recycled material
	 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 	 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

VISU	ISUAL 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 activitities. 	 Learners create a building , school or village using recycled materials. Examples of reliëf buildings that can be created with recycled material.
6	Health and	Grade 5 : First Year	Grade 5 : First Year
	environment al responsibility	 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, 	 Group discussion: correct clothes to wear to a job interview. Teacher shows pictures or photos of clothes to wear to an interview.
	Traffic rules	composition;	 Learners design an outfit to wear during a job
	relevant to	 mixing of primary and secondary colours. 	interview.
	road users	 Shares and displays work. 	Examples of a collection of clothes
	VISUAL ARTS Create in 2-D	 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 activitities.	

VISUAL ARTS GRADE	5 Term3	
	Grade 5 : Second Year	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. 	 Group discussion: how to make a collage or clothes. Learners make a collage of different working clothes. Example of a collage or working clothes
-	Grade 5 : Third Year	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: 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			
		• Shares and displays work. Examples of jewelry	
		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 activitities.	
9	World of	ade 5 : First Year Grade 5 : First Year	
	work	Create artworks which demonstrate the translation of own • Group discussion: wire work techniques.	
		ideas, feelings and perceptions into three-dimensional work • Teacher shows DVD's, photos and illustrations	s of
	Economic	using appropriate and available materials, with a focus on: craft objects using wire work.	
	cycle	 line, tone, texture, spatial arrangement, contrast, Learners make a wire work craft article: Learner 	ers
		composition; create letters that can be used for decoration.	
	VISUAL	• mixing of primary and secondary colours. This craft can be used to sell items on a marke	et
	ARTS	 Shares and displays work. to improve a monthly income. 	
		Explore and experiment with a wide variety of art	
	Create in 3-D	materials, techniques (including waste materials), and Example of letters	2
		colour in a spontaneous and creative way. made with wire:	21
		Participate in art activities in terms of choice and	
		organisation of materials, with attention to safety and	21
		responsible behaviour in the work space.	2

VISUAL ARTS GRADE 5 Term3		
	 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 activitities. 	RE
	Grade 5 : Second Year	Grade 5 : Second Year
	• Create artworks which demonstrate the translation of own	Group discussion: wire work techniques.
	ideas, feelings and perceptions into three-dimensional work	Teacher shows DVD's, photos and illustrations of
	using appropriate and available materials, with a focus on:	craft objects using wire work.
	 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 	 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. Examples of wire work craft articles
	 space in various media in two dimensions and three dimensions, to express mood, feelings and ideas. Show spontaneity and a creative attitude in art activitities. 	

VISUAL ARTS GRADE 5 Term3		
	Grade 5 : Third Year	Grade 5 : Third Year
•	Create artworks which demonstrate the translation of own	Group discussion: wire work techniques.
	ideas, feelings and perceptions into three-dimensional work	• Teacher shows DVD's, photos and illustrations of
	using appropriate and available materials, with a focus on:	craft objects using wire work.
	 line, tone, texture, spatial arrangement, contrast, 	• Learners make a wire work craft article: Learners
	composition;	create jewelry for example a bracelet. This craft
	 mixing of primary and secondary colours. 	can be used to sell items on a market to improve
	\circ Shares and displays work.	a monthly income.
•	Explore and experiment with a wide variety of art	
	materials, techniques (including waste materials), and	Example of a wire work bracelet
	colour in a spontaneous and creative way.	
•	Participate in art activities in terms of choice and	
	organisation of materials, with attention to safety and	9
	responsible behaviour in the work space.	Ac
•	Experiment with colour, line, texture, tone, shape and	
	space in various media in two dimensions and three	and the second se
	dimensions, to express mood, feelings and ideas.	
•	Show spontaneity and a creative attitude in art activitities.	

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		
• 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.		

• Sing vowels, rhymes and tongue twisters to warm up the voice.
etc.
Week 5: Health and environmental responsibility. Dangers in and
around my house and environment.
Group discussion: revise creative drama games.
Learners perform trust and listening games (such as blindfolding
and leading a partner, etc.).
Week 7: Social responsibility. Gender stereotyping, sexism and
abuse.
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).
s, etc.
Week 5: Health and environmental responsibility. Dangers in and
around my house and environment.
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.
Week 7: Social responsibility. Gender stereotyping, sexism and
abuse.

PERFORMING ARTS Grade 5 : Term 4 Content : Warm up and play		
Learners perform call and response games.	 Learners do vocal warm up exercises (including strengthening articulation through rhymes and tongue twisters). Learners singing warm up songs (including South African songs) 	
Grade 5 : Third Year Activities, techniques, notes,	in unison, and two-part harmony).	
Week 1: Development of the self. Me and my disability.	Week 5: Health and environmental responsibility. Dangers in and	
Learners warm up and cool down	around my house and environment.	
Learners do physical warm up exercises for co-ordination and	Group discussion: revise creative drama games.	
control (including spinal warm up, flexibility, jumps and leaps (safe	Learners perform story development games.	
landings) from one foot to the other in different directions and	Week 7: Social responsibility. Gender stereotyping, sexism and	
patterns).	abuse.	
Learners do cool down exercises (including stretches and flowing	Learners do vocal warm up exercises (including breathing, with	
movements).	chanting).	
Week 3-4: Development of the self. Asking for help and problem	• Learners sing warm up songs (including songs in unison, canon,	
solving.	in two-part harmony and/or call and response),	
Group discussion: revise creative drama games.		
Leading and following games.		
Grade 5 : Content : Improvise and create		
• Begin to see differences between self and the role being played.	• Express ideas and stories creatively through movement activities	
Demonstrate ability to take on a role in drama - teacher	that are guided but open-ended.	
stimulated.	• Explore movement characteristics of animals, people, machines	
• Work with a partner in role, and switch roles in teacher-directed	and nature.	
dramatic play.	• Use cans, stones, newspapers, materials, chairs, balls and a large	
• Work with others when exploring situations in role.	variety of objects/props to improvise and compose movement sequences.	

PERFORMING ARTS		
Grade 5 : Term 4Content : Warm up and play• Adopt and maintain a role, and is able to answer questions in	Work creatively in dance with props, costumes, found and natural	
role using appropriate language and gesture.	objects and instruments, alone and in groups.	
Dramatise social, cultural or environmental issues through the	Use voice, body, percussion, natural, found or made instruments	
use of different drama techniques such as tableaux, verbal	to accompany stories, dances and songs.	
dynamic sequences or role-plays.	Demonstrate concentration and accurate listening through	
Assume both leader and follower roles willingly in dramatic	recognising, repeating and creating rhythms and poly-rhythms,	
activities	using movement, body percussion and natural instruments.	
• Explain how tempo, duration and dynamics have been used in	• Follow a warm up ritual that develops co-ordination and control.	
songs and music to express feelings and moods.	• Follow a warm up ritual that develops the controlled and relaxed	
Listen to and identify musical instruments in terms of	use of the joints, especially the knees, hips and ankles.	
appearance, name, how sound is produced, timbre and general	Apply safe dance practice and healthy use of the body by good	
pitch classification (high-low).	postural and joint alignment.	
Communicate a musical intention using the interface of pitch-	• Learn, interpret and perform dances from South African culture	
based harmony (mellophony) instruments.	with competence and appropriate style.	
Focus on music from a variety of South African forms.	• Explore and experiment with a wide variety of art materials,	
• Investigate and explain the purpose, function and role of different	techniques (including waste materials), and colour in a	
instruments used in indigenous, traditional or Western forms of	spontaneous and creative way.	
music in South Africa.	• Participate in art activities in terms of choice and organisation of	
Classify African instruments in terms of ideophones,	materials, with attention to safety and responsible behaviour in the	
chordophones, membranophones, aerophones, and Western	work space.	
instruments according to strings, woodwinds, brass and	• Participate in simple dances based on formations and patterns.	
percussion.	• Learn and perform simple dance steps from dances in the	
• Explore the shape, weight and feel of words and sounds in	immediate environment.	
creative drama games.	• Identify and describe the many kinds of dances in South Africa.	
PERFORMING ARTS Grade 5 : Term 4 Content : Warm up and play		
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Use voice and movement spontaneously when playing creative	Demonstrate partner skills such as copying, leading, following	
drama games.	and mirroring in movement.	
• Participate in drama games - takes turns, waits for signals,	• Work co-operatively with partners, improvising and composing	
responds to cues, and shares space.	dance sequences.	
• Respond through drama to stimuli in games and stories, including	• Respond in movement to a variety of rhythms and changes in	
making up endings to stories presented by the teacher.	tempo in sounds, songs and stories	
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.		
Grade 5 : First Year Activities, techniques, notes, e	etc.	
Week 1: Development of the self. Me and my disability.	Week 5: Health and environmental responsibility. Dangers in and	
Group discussion: revise mime techniques.	around my house and environment.	
Learners perform mime using imaginary objects, expressing	Learners practise to do physical shapes using gesture, posture	
feelings and ideas through movement, gesture and facial	and balance (balancing on different body parts).	
expression.	Learners play melodies and rhythms on self-made, found or	
	traditional instruments to enhance the mood of a tableau	
Week 3-4: Development of the self. Asking for help and problem		
solving.	Week 7: Social responsibility. Gender stereotyping, sexism and	
Group discussion: revise creative drama games.	abuse.	
Learners perform posture games: character's postures.	Learners perform a group tableaux (frozen pictures) in response to	

PERFORMING ARTS Grade 5 : Term 4 Content : Warm up and p	av		
Learners focus on the physical characterisation of the characters			
they will portray in the drama.	may be three or four key moments depicting the middle, climax		
• With teacher direction and guidance, learners explore different	and endof their story and different locations.		
postures of characters, focusing on age, attitude of the character	Learners show these moments as a photograph or frozen pictures		
profession and purpose of the character.	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, no	otes, etc.		
Week 1: Development of the self. Me and my disability.	Week 5: Health and environmental responsibility. Dangers in and		
Group discussion: social, cultural or environmental issues releva	nt around my house and environment.		
to the learners.	Group discussion: props needed for the dance drama.		
Group discussion: revise drama and dance techniques.	Learners use recycled materials to create props that will be used		
• Learners perform short drama/dance improvisations, reflecting a	in the dance drama.		
social, cultural or environmental issue relevant to the learners.	Learners use different instruments to help and make sound effects		
Week 3-4: Development of the self. Asking for help and problem	for the dance drama.		
solving.	Week 7: Social responsibility. Gender stereotyping, sexism and		
Group discussion: revise musical instruments.	abuse.		
• Learners perform a short music piece, combining a number of	Group discussion: different traditional dances that can be used in		
instruments (drums, marimba, etc.) including two or more parts in	h the dance drama.		
a textural blend, reflecting a mood related to the social, cultural of	Learners experiment with various traditional dances that can be		
environmental issue.	part of the dance drama performed in week 9.		
Grade 5 : Third Year Activities, techniques, note	es, etc.		
Week 1: Development of the self. Me and my disability.	Week 5: Health and environmental responsibility. Dangers in and		
Group discussion: revise musical elements.	around my house and environment.		

PERFORMING ARTS Grade 5 : Term 4 Content : Warm up and play				
Learners create a short story inspired by listening to a suitable	Group discussion: music tunes that will suit each puppet			
piece of music and identifying the impact of the different musical	character.			
elements.	Learners create musical signature tunes for each of the puppet			
	characters using voice, found or made instruments.			
Week 3-4: Development of the self. Asking for help and problem				
solving.	Week 7: Social responsibility. Gender stereotyping, sexism and			
Group discussion: revise movement sequences.	abuse.			
Learners perform movement sequences to explore aspects of a	Group discussion: traditional songs and dances that can be used			
story related to environmental, cultural or social issues, using	in the drama that is going to be performed.			
elements of dance (time, space, weight, energy), and	Learners experiment with various traditional dances and songs			
combinations of locomotor and non-locomotor movements.	that can be part of the dance drama performed in week 9.			
Grade 5 : Content : Perform and reflect				
• Begin to see differences between self and the role being played.	Demonstrate concentration and accurate listening through			
Demonstrate ability to take on a role in drama - teacher	recognising, repeating and creating rhythms and poly-rhythms,			
stimulated.	using movement, body percussion and natural instruments.			
• Work with a partner in role, and switch roles in teacher-directed	• Follow a teacher-directed warm-up routine.			
dramatic play.	• Sing songs, rounds and canons in a choir to warm up the voice.			
• Work with others when exploring situations in role.	• Sing vowels, rhymes and.tongue twisters to warm up the voice.			
• Adopt and maintain a role, and is able to answer questions in	• Perform simple relaxation, breathing, resonance, pitch and			
role using appropriate language and gesture.	articulation exercises when warming up and cooling down the			
• Dramatise social, cultural or environmental issues through the	voice and body.			
use of different drama techniques such as tableaux, verbal	• Explain how tempo, duration and dynamics have been used in			
dynamic sequences or role-plays.	songs and music to express feelings and moods.			

PERFORMING ARTS Grade 5 : Term 4 Content : Warm up and play	
Assume both leader and follower roles willingly in dramatic	Listen to and identify musical instruments in terms of
activities.	appearance, name, how sound is produced, timbre and general
• Participate in simple dances based on formations and patterns.	pitch classification (high-low).
Learn and perform simple dance steps from dances in the	• Communicate a musical intention using the interface of pitch-
immediate environment.	based harmony (mellophony) instruments.
• Identify and describe the many kinds of dances in South Africa.	• Focus on music from a variety of South African forms.
Learn, interpret and perform dances from South African culture	Investigate and explain the purpose, function and role of different
with competence and appropriate style.	instruments used in indigenous, traditional or Western forms of
• Work creatively in dance with props, costumes, found and natural	music in South Africa.
objects and instruments, alone and in groups.	Classify African instruments in terms of ideophones,
Demonstrate partner skills such as copying, leading, following	chordophones, membranophones, aerophones, and Western
and mirroring in movement.	instruments according to strings, woodwinds, brass and
Work co-operatively with partners, improvising and composing	percussion.
dance sequences.	• Listen and move creatively to music, stories, songs and sounds.
Respond in movement to a variety of rhythms and changes in	• Sing tunes rhythmically and at varying tempo and loudness.
tempo in sounds, songs and stories	• Differentiate between high and low, long and short, loud and soft
Use puppets, animated stones, mealie cobs or other objects in	sounds.
dramatic play to express own ideas and feelings.	• Sing and/or play South African songs from various cultures with
Make use of hand or costume props, puppets, masks or other	appropriate rhythm, tempo and dynamics.
external resources to tell stories and portray characters.	• Sing songs and make music to express a variety of ideas,
• Explore and experiment with a wide variety of art materials,	feelings and moods.
techniques (including waste materials), and colour in a	• Sing and/or play South African songs from various cultures with
spontaneous and creative way.	appropriate rhythm, tempo and dynamics.
Make masks, crafts, artefacts, costumes, collages or puppets	• Explore the shape, weight and feel of words and sounds in
using natural, waste or found materials.	creative drama games.

PERFORMING ARTS Grade 5 : Term 4 Content : Warm up and play				
• Make masks, crafts, artefacts, costumes, collages or puppets to	Use voice and movement spontaneously when playing creative			
use in a presentation.	drama games.			
Demonstrate fundamental pulse and echoes rhythms from the	• Participate in drama games - takes turns, waits for signals,			
immediate environment using body percussion, instrumental	responds to cues, and shares space.			
percussion and movement.	• Respond through drama to stimuli in games and stories, including			
• Echo a rhythm by body percussion or by playing on a percussion	making up endings to stories presented by the teacher.			
instrument to accompany songs sung together.	Use skills of observation, imitation and exaggeration to create			
• Use voice, body and found or made instruments to explore sounds	character and mood in dramatic play and exercises.			
and silence related to walking, running, and skipping note values,	Use the voice and body imaginatively in drama exercises and			
in order to explore rhythms and to create sound pictures.	games			
• Use voice, body, percussion, natural, found or made instruments				
to accompany stories, dances and songs.				
Grade 5 : First Year Activities, techniques, notes, et	.c.			
Week 3-4: Development of the self. Asking for help and problem	Learners create sound pictures using instruments (body			
solving.	percussion, self-made, found, traditional) to create an appropriate			
Group discussion: revise drama techniques.	soundtrack for the drama including interludes (between actions)			
Learners practice to perform a drama from a stimulus: tableaux in	and underscoring (during action).			
response to location or theme.				
Consider:	Week 7: Social responsibility. Gender stereotyping, sexism and			
 introducing and resolving conflict 	abuse.			
 storyline, characters, space and time 	Group discussion: songs that relate to the themes of the drama			
 tableaux to start and end the drama 	that is going to be performed.			
 limited dialogue appropriate to the drama. 	 Learners experiment with songs to improve in-tune singing, 			
	related to the themes of the drama recognizing melodies in range			
	of 5the (doh to soh.).			

PERFORMING ARTS Grade 5 : Term 4 Content : Warm up and play	
Week 5: Health and environmental responsibility. Dangers in and	Group discussion: revise musical symbols.
around my house and environment.	Learners recognise musical symbols of stave, minims, crotchets,
• Group discussion: sound needed in the drama performance.	quavers and respective rests in short musical phrases.
	Week 9: World at work. Banking, saving and using the ATM.
	Learners perform the drama they were working on during the term
	with props, costumes and music.
Grade 5 : Second Year Activities, techniques, notes	, etc.
Week 3-4: Development of the self. Asking for help and problem	Week 7: Social responsibility. Gender stereotyping, sexism and
solving.	abuse.
Group discussion: revise dance techniques.	Group discussion: revise different voice types.
Learners practice for a dance drama presentation, reflecting a	 Learners sing a song in two or three parts, recognising the
social, cultural or environmental issue relevant to the learners, and	difference between voice types (such as bass, tenor, alto,
using selected tableaux, movement, poetry and speaking/singing	soprano).
in unison or individually.	Week 9: World at work. Banking, saving and using the ATM.
Week 5: Health and environmental responsibility. Dangers in and	Learners perform the dance drama they were working on during
around my house and environment.	the term with songs, dances, music and costumes.
• 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.	

PERFORMING ARTS Grade 5 : Term 4	Content : Warm up and play	ay
Grade 5 : Third Year	Activities, techniques, notes,	es, etc.
Week 3-4: Development of the self. Asking for help and problem		Week 7: Social responsibility. Gender stereotyping, sexism and
solving.		abuse.
• Group discussion: revise drar	na techniques.	Group discussion: revise creative drama games.
• Learners perform a puppe	t performance, using dialogue, puppet	Learners play leading and following games and extend that to t
movement and musical ac	companiment.	characters that need to lead or follow in the puppet show.
• Learners consider charact	ers, relationships and structure (conflict	• Learners play story development games with different puppet
and resolution).		characters; these stories could become the basis for the
• Teacher choose a story th	at learners can relate to (traditional or	performances.
contemporary).		Learners allow certain character development and build conflic
		and resolution into the structure of the story.
Week 5: Health and environr	nental responsibility. Dangers in and	
around my house and environment.		Week 9: World at work. Banking, saving and using the ATM.
• Learners use the puppets	that were created by the learners to do	Learners perform the puppet show they were working on during
the singing warm-up(each	one can sing as their character would	the term with music, different songs, a good storyline and pupp
sing -call and response).		

We	Торіс	Content:	Activities, techniques, notes, etc
ek		The learner must be able to:	
1	VISUAL ART	Grade 5 : First Year	Grade 5 : First Year
	Development	• Use basic art terminology to explain how content, line,	• Learners observe and discuss visual stimuli in
	of the self	colour and shape are used to express feelings and moods	photographs, artworks and real objects to identify
		in compositions.	and name examples of contrast and proportion
	Me and my	Respond to and discuss images, designs and craft	found in images of lush vegetation.
	disability	objects used in popular culture, pictures and photographs	Learners explore relevant aspects in the images,
		in terms of content, line, shape, form, colour, texture, space	e.g. colours, shape and proportion, line, focal
	Visual literacy	and materials used, using appropriate terminology.	point and tone.
		• 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 : Second Year	Grade 5 : Second Year
		• Use basic art terminology to explain how content, line,	• Learners observe and discuss visual stimuli in
		colour and shape are used to express feelings and moods	photographs and real objects to identify and
		in compositions.	name art elements found in images of things that
		• Respond to and discuss images, designs and craft	fly (natural or mechanical).
		objects used in popular culture, pictures and photographs	• Teacher could hold brief discussion on the
		in terms of content, line, shape, form, colour, texture, space	principles of flight, the shape of an aeroplane's
		and materials used, using appropriate terminology.	wings and the way the air flows over them, etc.

VISU	UAL ARTS GRAD	DE 5 TERM 4
		 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 : Third Year 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.
		 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. 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	Grade 5 : First Year Grade 5 : First 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: Grade 5 : First Year • Group discussion: what does lush vegetation mean? • Teacher shows DVD's, photos and pictures with examples of lush vegetation.

		-	
Receiving and	 line, tone, texture, spatial arrangement, contrast, 	Learners are guided to plan the	ir pictures of
giving	composition;	plants of lush vegetation. Plants	that are near
feedback.	 mixing of primary and secondary colours. 	should be	drawn bigger,
	 Shares and displays work. 	at the	bottom of the
VISUAL ARTS	• Explore and experiment with a wide variety of art	page.	Those farther
	materials, techniques (including waste materials), and	away	should be
Create in 2-D	colour in a spontaneous and creative way.	smaller	and higher up
	Participate in art activities in terms of choice and	on the	page.
	organisation of materials, with attention to safety and	Learners	create a
	responsible behaviour in the work space.	picture	with "lush
	• Experiment with colour, line, texture, tone, shape and	vegetation" as the theme.	
	space in various media in two dimensions and three	Examples of picture with "lush ve	egetation" theme
	dimensions, to express mood, feelings and ideas.	NEW YORK	
	• Show spontaneity and a creative attitude in art activitities.		
	Grade 5 : Second Year	Grade 5 : Second Year	
	 Grade 5 : Second Year Create artworks which demonstrate the translation of own 	Grade 5 : Second Year Group discussion: different obje	ects things that fly
		Group discussion: different obje	0,
	• Create artworks which demonstrate the translation of own	Group discussion: different objeLearners look at photographs of	f birds and draw
	• 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:	 Group discussion: different obje Learners look at photographs of the shape of the bird with a pen 	f birds and draw cil.
	• Create artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work	 Group discussion: different obje Learners look at photographs of the shape of the bird with a pen Learners are reminded that the 	f birds and draw cil.
	 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, 	 Group discussion: different obje Learners look at photographs of the shape of the bird with a pen 	f birds and draw cil.

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. 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 activitities. 	 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. Examples of pictures of birds
G •	 Greate 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. 	 Grade 5 : Third Year Group discussion: different kinds of puppets. Teachers shows DVD's, photos and pictures of puppets. Demonstration by teacher: how to draw a puppet.

VISU	JAL ARTS GRAD	DE 5 TERM 4	
		 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 activitities. 	 Learners create 2-D puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or Image: Construction of the stick of th
3-4	VISUAL ARTS	Grade 5 : First Year	Grade 5 : First Year
	Development of the self Asking for help and problem solving	 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. 	 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
	Create in 3-D	• Explore and experiment with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.	make a container with recycled material/

VISUAL ARTS GRAD	E 5 TERM 4
	 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 activitities. Chow spontaneity and a creative attitude in art activitities. Learners make a container for a specific plant using Learners make a container for a specific plant using
	Grade 5 : Second Year 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. 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.

Experiment with colour, line, texture, tone, shape and Learners create a
space in various media in two dimensions and three flying sculpture.
dimensions, to express mood, feelings and ideas.
Show spontaneity and a creative attitude in art activitities. wire, natural and
recycled materials.
Examples of flying
sculpture
Grade 5 : Third Year Grade 5 : Third Year
Create artworks which demonstrate the translation of own Group discussion: revise different puppets.
ideas, feelings and perceptions into three-dimensional work Teacher shows DVD's, photos and pictures with
using appropriate and available materials, with a focus on: examples of puppets.
 line, tone, texture, spatial arrangement, contrast, Demonstration by
composition; teacher: how to make a
 mixing of primary and secondary colours. puppet.
Shares and displays work. Group discussion: tools
Explore and experiment with a wide variety of art and equipment needed to
materials, techniques (including waste materials), and make a puppet.
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 activitities.

			 Learners create puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes). Example of puppets
6	Health and	Grade 5 : First Year	Grade 5 : First Year
	environmental	• Create artworks which demonstrate the translation of own	Group discussion: costumes needed for the
	responsibility	ideas, feelings and perceptions into three-dimensional work	characters in the drama that is going to be
		using appropriate and available materials, with a focus on:	performed.
	Local	 line, tone, texture, spatial arrangement, contrast, 	Teacher shows DVD's,
	environmental	composition;	pictures and photos of
	health	 mixing of primary and secondary colours. 	costumes that can be used in
	problems and	 Shares and displays work. 	the drama.
	common	• Explore and experiment with a wide variety of art	Learners design clothes, make
	diseases	materials, techniques (including waste materials), and	up or jewelry for the
		colour in a spontaneous and creative way.	characters in the drama that is
	VISUAL ARTS	Participate in art activities in terms of choice and	going to be performed.
		organisation of materials, with attention to safety and	Examples of costumes and jewelry that can be
	Create in 2-D	responsible behaviour in the work space.	used in a drama performance

VISUAL ARTS GRADE 5 TERM 4		
 Experiment with colour, line, space in various media in two dimensions, to express mood, Show spontaneity and a creat 	dimensions and three feelings and ideas.	
Grade 5 : Second Year		Grade 5 : Second Year
 Create artworks which demonideas, feelings and perception using appropriate and available. line, tone, texture, space composition; mixing of primary and Shares and displays w Explore and experiment with materials, techniques (includin colour in a spontaneous and colour in the w Participate in art activities in the organisation of materials, with responsible behaviour in the w Experiment with colour, line, space in various media in two dimensions, to express mood, 	s into three-dimensional work e materials, with a focus on: tial arrangement, contrast, secondary colours. rork. a wide variety of art g waste materials), and reative way. erms of choice and attention to safety and ork space. exture, tone, shape and dimensions and three	 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 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
Show spontaneity and a creat	ve attitude in art activitities.	
Grade 5 : Third Year		Grade 5 : Third Year

VIS	UAL ARTS GRAD	DE 5 TERM 4
		 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: Ine, tone, texture, spatial arrangement, contrast, composition; Inixing 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 activitites.
8	World of work	Grade 5 : First Year Grade 5 : First Year
-	The rules of the workplace. Good attitudes to have at work.	 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: Iine, tone, texture, spatial arrangement, contrast, composition; mixing of primary and secondary colours. Shares and displays work. 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 GRAD	5 TERM 4	
Simulation of	Explore and experiment with a wide variety of art	
career related	materials, techniques (including waste materials), and Examples of pencil ca	se
activities	colour in a spontaneous and creative way.	
	Participate in art activities in terms of choice and	
VISUAL ARTS	organisation of materials, with attention to safety and	
	responsible behaviour in the work space.	12
Create in 3-D	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 activitities.	
	Grade 5 : Second Year Grade 5 : Second Year	
	Create artworks which demonstrate the translation of own Group discussion: how to make or decor	ate a
	ideas, feelings and perceptions into three-dimensional work pencil case.	
	using appropriate and available materials, with a focus on: • Teacher shows DVD's. photos and pictu	res of
	 line, tone, texture, spatial arrangement, contrast, decorated pencil cases. 	
	• Group discussion: tools and equipment r	needed to
	 mixing of primary and secondary colours. make the craft article. 	10000
	Shares and displays work. Earners make or decorate	
	• Explore and experiment with a wide variety of art a vintage pencil case.	and the second
	materials, techniques (including waste materials), and	1.1.1.1
	colour in a spontaneous and creative way.	
	Participate in art activities in terms of choice and	and the second
	organisation of materials, with attention to safety and	300
	responsible behaviour in the work space.	

• Experiment with colour, line, texture, tone, shape and	Examples	of vintage penci
space in various media in two dimensions and three	cases	
dimensions, to express mood, feelings and ideas.	12 Real	
• Show spontaneity and a creative attitude in art activitities.		
Grade 5 : Third Year		Grade 5 : Third Year
• Create artworks which demonstrate the translation of own	-	Group discussion:
ideas, feelings and perceptions into three-dimensional work	h	ow to make or decorate a
using appropriate and available materials, with a focus on:	n	otebook or post it
 line, tone, texture, spatial arrangement, contrast, 	h	oleder.
composition;	•	Teacher shows
 mixing of primary and secondary colours. 		DVD's. photos and
 Shares and displays work. 		pictures of decorated
• Explore and experiment with a wide variety of art		notebooks and post it
materials, techniques (including waste materials), and		holders.
colour in a spontaneous and creative way.	Group	
Participate in art activities in terms of choice and		Ann -
organisation of materials, with attention to safety and	discussion: tools and	- dib
responsible behaviour in the work space.	equipment needed to	
Experiment with colour, line, texture, tone, shape and	make the craft article.	
space in various media in two dimensions and three	Learners make or	
dimensions, to express mood, feelings and ideas.	decorate a notebook or	
• Show spontaneity and a creative attitude in art activitities.	Examples of notebooks ar	nd post it holders above

VISUAL ARTS GRADE 5 TERM 4

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.

- 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;

- o plays simple rhythmic patterns on a drum or equivalent;
- o 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:
 - o present images of own world in various media;
 - o 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:
 - o line, tone, texture, spatial arrangement, contrast, composition;
 - o 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 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:
 - o present images of own world in various media;
 - o 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:
 - o 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.	Discover tempo through own suitable movements to
		Perform simple relaxation exercises for warming up	slow and fast music
		and cooling down.	
		Build own movement vocabulary using:	

2	Week 4 or 5	 Loco motor movements such as walk, run, leap and gallop; Non-loco motor movements such as reach, bend and rise Play with different sizes, shapes and colours containers in water or in the sandpit 	 Move to music fast/slow; small/big steps; using beat of a drum; without bumping in each other Participate in laterality exercises. Respond to cognitive stimulation. Play body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.
		Stop / freeze, change direction when whistle blows. Push a big box, cart or article filled with equipment/toys.	 March activities on the rhythm of the music; clapping hands Demonstrate physical and motor activities. Develop sensory exploration
3	Week 6 or 7	Screw and unscrew lids of different sizes bottles and/or match lids with bottles Sort blue/red/yellow objects/ beads etc Hit , kick, throw or push balloon, empty onion bag, soft ball or beanbag.	Blow bubbles and/or step on bubbles. Imitate animal by movement or sound Identify different textures. Identify different odours
4	Week 8 or 10	Participateinfinemotoractivities/handeyecoordinationParticipatein midlinecrossingexercisesParticipatein balanceexercises	Participate in outside water play. Participate in exercises to develop spatial awareness Identify different flavours

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

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.	Express moods and ideas through movement and
		Follow a warm up ritual that develops co-ordination	songs.
		and control	

		Perform simple relaxation, breathing, resonance,	Use the voice, gesture and body shape to express
		pitch and articulation exercises when warming up and	feelings and thoughts.
		cooling down the voice and body	Explore the use of expressive mime to convey ideas
		Use voice, body, percussion, natural, found or made	and feelings.
		instruments to accompany stories, dances and songs.	Sing songs found in the immediate environment.
		Keep a steady beat, play rhythmic games such as	Participate in exercises to develop eye-foot co-
		clapping, stamping, using body percussion with	ordination.
		different rhythms.	
2	Week 4 or 5	Respond in movement to a variety of rhythms and	Sing songs and makes music to express a variety of
		changes in tempo in sounds, songs and stories.	ideas, feelings and moods.
		Sing together with the music and dance to the music.	Sing songs, rounds and canons in a choir to warm up
		Extend and refine fine motor skills	the voice
		Reinforce hand eye coordination.	Sing vowels, rhymes and tongue twisters to warm up
		Improve midline- crossing.	the voice.
			Sing and hum to warm up the voice.
			Explore the shape, weight and feel of words and
			sounds in creative drama games
3	Week 6 or 7	Use voice and movement spontaneously when	Extend and refine gross motor skills.
		playing creative drama games.	Build own movement vocabulary using:
		Participate in drama games - takes turns, waits for	Loco motor movements such as walk, run, leap
		signals, responds to cues, and shares space.	and gallop;
		Use the voice and body imaginatively in drama	Non-loco motor movements such as reach, bend
		exercises and games.	and rise
		Participate in physical development activity	Demonstrate the eight basic loco motor movements
		Extend and improve balance.	(walk, run, skip, hop, leap, jump, gallop, slide), while

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

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

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Show spontaneity and a creative attitude in art	Create a 3D art work using toilet rolls, balloons, play
activities.	dough, salt clay, polymer clay.
	Build a simple puzzle 2-10 pieces. With or without
	knobs.

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	Improvise and Interpret
		Follow a teacher-directed warm-up routine.	Express moods and ideas through movement and
		Follow a warm up ritual that develops co-ordination	songs.
		and control	Respond in movement to a variety of rhythms and
			changes in tempo in sounds, songs and stories.

		Follow a warm up ritual that develops the controlled	Sing songs found in the immediate environment.
		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.	
2	Week 4 or 5	Creative games and skills	Improvise and Interpret
		Use the voice and body imaginatively in drama	Sing songs and makes music to express a variety of
		exercises and games.	ideas, feelings and moods.
		Learn and perform simple dance steps from dances	Use voice, body, percussion, natural, found or made
		in the immediate environment	instruments to accompany stories, dances and songs.
		Learn, interpret and perform dances from South	Explore music, movement and voice focusing on
		African culture with competence and appropriate style	tempo
		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	
3	Week 6 or 7	Creative games and skills	Improvise and Interpret
		Keep a steady beat, play rhythmic games such as	Sing together with the music and dance to the music.
		clapping, stamping, using body percussion with	Demonstrate ability to take on a role in drama -
		different rhythms.	teacher stimulated.
		Explore, select and link movements that express	Work with others when exploring situations in role.
		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.	
4	Week 8 or 10	Creative games and skills	Improvise and Interpret
		Respond in movement to a variety of rhythms and	Adopt and maintain a role, and is able to answer
		changes in tempo in sounds, songs and stories.	questions in role using appropriate language and
		Clap and stamp number rhythms and rhymes in	gesture.
		tempo.	
Play rhythm, clapping, skipping and singing games in	Dramatise social, cultural or environmental issues		
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pairs.	through the use of different drama techniques such as		
Use the voice, gesture and body shape to express	tableaux, verbal dynamic sequences or role-plays.		
feelings and thoughts.	Express and describe feelings in response to a		
Explore the use of expressive mime to convey ideas	drama, story or event		
and feelings.			
Use sensory detail and emotional expression in			
dramatic activities such as simple mime showing			
weight, size and shape.			
Explore music, movement and voice focusing on			
tempo.			
Sing together with the music and dance to the music			

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	Respond to and discuss images, designs and craft	Show spontaneity and a creative attitude in art
		objects used in popular culture, pictures and	activities.
		photographs in terms of content, line, shape, form,	Develop fine motor and sensory coordination;
			manipulating scissors and other tools.

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

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

2	Week 4 or 5	Creative games and skills Use voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.	Learn and perform steps of an indigenous and/or contemporary dance from South African culture with attention to detail. Improvise and Interpret Convey feelings and ideas through facial expression and gesture
		 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 	 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.
3	Week 6 or 7	Creative games and skills 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.	Improvise and InterpretSing songs found in the immediate environment.Sing songs and makes music to express a variety ofideas, feelings and moods.Use voice, body, percussion, natural, found or madeinstruments to accompany stories, dances and songs.

		Sing songs and makes music to express a variety of	Explore music, movement and voice focusing on
		ideas, feelings and moods.	tempo:
		Use voice, body, percussion, natural, found or made	Sing together with the music and dance to the music.
		instruments to accompany stories, dances and songs.	Demonstrate ability to take on a role in drama -
		Explore music, movement and voice focusing on	teacher stimulated.
		tempo.	
4	Week 8 or 10	Creative games and skills	Improvise and Interpret
		Sing together with the music and dance to the music	Work with others when exploring situations in role.
		Sing songs, rounds and canons in a choir to warm up	Adopt and maintain a role, and is able to answer
		the voice	questions in role using appropriate language and
		Sing vowels, rhymes and tongue twisters to warm up	gesture.
		the voice.	Dramatise social, cultural or environmental issues
		Build own movement vocabulary using:	through the use of different drama techniques such as
		locomotor movements such as walk, run leap and	tableaux, verbal dynamic sequences or role-plays.
		gallop;	Express and describe feelings in response to a
		Non-locomotor movements such as reach, bend,	drama, story or event
		rise.	Singing indigenous songs using appropriate
		Demonstrate the eight basic locomotor movements	movements and dramatization
		(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.	
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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 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	Respond to and discuss images, designs and craft	Develop fine motor and sensory coordination;
		objects used in popular culture, pictures and	manipulating scissors and other tools.
		photographs in terms of content, line, shape, form,	Create artworks which demonstrate the translation of
		colour, texture, space and materials used, using	own ideas, feelings and perceptions into
		appropriate terminology.	twodimensional work using appropriate and available
		Respond to images and craft objects used in popular	materials.
		culture, pictures and photographs in terms of	Create a 2D art work using paint, footprints,
		purpose, content, form, contrast and meaning	handprints, fingerprints.
		Explore and experiment with a wide variety of art	Create a 2D art work using different colours and
		materials, techniques (including waste materials), and	shapes.
		colour in a spontaneous and creative way.	Create a 2D art work using different materials: wax
		Experiment with colour, line, texture, tone, shape	crayons, chalk, paint, puffy paint, wax crayons, oil
		and space in various media in two dimensions, to	pastels, recycled materials.
		express mood, feelings and ideas.	Create a 2D art work using edible materials.

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

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

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

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

	Locomotor movements such as walk, run leap	Perform and reflect
	and gallop;	Focus on music from a variety of South African
	• Non-locomotor movements such as reach, bend,	forms:
	rise.	improvises and creates music phrases with voice
	Demonstrate the eight basic locomotor movements	and/or instruments that explore dynamics,
	(walk, run, skip, hop, leap, jump, gallop, slide), while	articulation, pitch and rhythmic patterns;
1	travelling forward, sideward, backward, diagonally	plays simple rhythmic patterns on a drum or
	and turning.	equivalent;
	Demonstrate the basic non-locomotor movements:	explores and uses drum hand techniques such as
	reach, bend, rise, twist and turn.	base slap, open slap, muffle.
	Improvise and create	Express own personal sense of identity and
	Think about and show how people and animals	uniqueness in any art form.
	move.	Explore, select and link movements that express
	Learn and perform simple dance steps from dances	feelings and moods into movement sentences to
i	in the immediate environment.	contribute towards a class dance
	Demonstrate partner skills such as copying, leading,	Express ideas and stories creatively through
	following and mirroring in movement.	movement activities that are guided but open-ended.
· · · · · · · · · · · · · · · · · · ·	Work co-operatively with partners, improvising and	Collaborate in imaginative use of simple props as
	composing dance sequences.	stimulus material, showing how the same object can
	Work with various partners experimenting with	represent different things and different moods.
	question and answer' and 'meeting and parting'	
	movement phrases.	

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	Create in 2-D	Explore the immediate environment using the
		Use basic art terminology to explain how content,	elementary functions of line, shape, colour and
		line, colour and shape are used to express feelings	contrast in two-dimensional work.
		and moods in compositions.	Engage in creative art processes:
		Respond to and discuss images, designs and craft	 present images of own world in various media;
		objects used in popular culture, pictures and	• use the senses and emotions to explore design
		photographs in terms of content, line, shape, form,	elements, with emphasis mainly on primary
		colour, texture, space and materials used, using	colours and line.
		appropriate terminology.	Create artworks which demonstrate the translation of
		Differentiate between various art forms such as	own ideas, feelings and perceptions into two-
		drawing, painting, architecture, sculpture, design,	dimensional work using appropriate and available
		craftwork, and graphic media.	materials, with a focus on:
		Respond to images and craft objects used in popular	• line, tone, texture, spatial arrangement, contrast,
		culture, pictures and photographs in terms of	composition;
		purpose, content, form, contrast and meaning.	• mixing of primary and secondary colours.
		Explore and experiment with a wide variety of art	Shares and displays work
		materials, techniques (including waste materials), and	Create patterns using geometric shapes; discuss
		colour in a spontaneous and creative way.	rhythm and repetition

		Demonstrate active involvement in individual and	Participate in art activities in terms of choice and
		group art-making activities and an ability to share art-	organisation of materials, with attention to safety and
		making equipment.	responsible behaviour in the work space.
		Discover simple geometric shapes such as circles,	Experiment with colour, line, texture, tone, shape and
		lines, triangles and squares, and combines and	space in various media in two dimensions and, to
		arranges them in patterns.	express mood, feelings and ideas.
		Use imagination and fantasy to play with and explore	Show spontaneity and a creative attitude in art
		shapes, forms, lines, colours and patterns.	activities.
2	Week 7 or 9	Create in 3-D	Explore the immediate environment using the
		Use basic art terminology to explain how content,	elementary functions of line, shape, colour and
		line, colour and shape are used to express feelings	contrast in three-dimensional work.
		and moods in compositions.	Engage in creative art processes:
		Respond to and discuss images, designs and craft	• present images of own world in various media;
		objects used in popular culture, pictures and	use the senses and emotions to explore design
		photographs in terms of content, line, shape, form,	elements, with emphasis mainly on primary
		colour, texture, space and materials used, using	colours and line.
		appropriate terminology.	Create artworks which demonstrate the translation of
		Differentiate between various art forms such as	own ideas, feelings and perceptions into three-
		drawing, painting, architecture, sculpture, design,	dimensional work using appropriate and available
		craftwork, and graphic media.	materials, with a focus on:
		Respond to images and craft objects used in popular	• line, tone, texture, spatial arrangement, contrast,
		culture, pictures and photographs in terms of	composition;
		purpose, content, form, contrast and meaning.	 mixing of primary and secondary colours.
		Explore & experiment with a wide variety of art	Shares and displays work
		materials, techniques (including waste materials), and	Create patterns using geometric shapes; discuss
		colour in a spontaneous and creative way.	rhythm and repetition

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

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	Warm up and play	Recognise crotchet and minim note values and rests
		Follow a teacher-directed warm-up routine.	in a short melody.

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

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

		Play rhythm, clapping, skipping and singing games in	Learn and perform steps of an indigenous and/or
		pairs	contemporary dance from South African culture with
		Improvise and create	attention to detail.
		Explore the use of expressive mime to convey ideas	Identify and describe the many kinds of dances in
		and feelings.	South Africa.
		Use sensory detail and emotional expression in	Learn, interpret and perform dances from South
		dramatic activities such as simple mime showing	African culture with competence and appropriate
		weight, size and shape.	style.
		Portray characters and objects from stories using	Display observation skills by describing components
		body shapes and sounds.	of dances seen in South Africa, their similarities and
		Play at being characters and objects in stories based	differences in terms of movement style, purpose, and
		on local events or told by the teacher.	use of dancers, costumes and music.
		Explore movement characteristics of animals,	Improvise and create dance sequences that use
		people, machines and nature.	steps and styles from various South African dance
		Use cans, stones, newspapers, materials, chairs,	forms.
		balls and a large variety of objects/props to improvise	
		and compose movement sequences.	
4 V	Week 8 or 10	Warm up and play	Sing songs and makes music to express a variety of
		Build own movement vocabulary using:	ideas, feelings and moods.
		Locomotor movements such as walk, run leap	Perform and reflect
		and gallop;	Focus on music from a variety of South African
		• Non-locomotor movements such as reach, bend,	forms:
		rise.	

Demonstrate the eight basic locomotor movements	improvises and creates music phrases with voice
(walk, run, skip, hop, leap, jump, gallop, slide), while	and/or instruments that explore dynamics,
travelling forward, sideward, backward, diagonally	articulation, pitch and rhythmic patterns;
and turning.	plays simple rhythmic patterns on a drum or
Demonstrate the basic non-locomotor movements:	equivalent;
reach, bend, rise, twist and turn.	• explores and uses drum hand techniques such as
Improvise and create	base slap, open slap, muffle.
Learn and perform simple dance steps from dances	Express own personal sense of identity and
in the immediate environment.	uniqueness in any art form.
Demonstrate partner skills such as copying, leading,	Explore, select and link movements that express
following and mirroring in movement.	feelings and moods into movement sentences to
Work co-operatively with partners, improvising and	contribute towards a class dance
composing dance sequences.	Express ideas and stories creatively through
Work with various partners experimenting with	movement activities that are guided but open-ended.
'question and answer' and 'meeting and parting'	Collaborate in imaginative use of simple props as
movement phrases.	stimulus material, showing how the same object can
Sing songs found in the immediate environment.	represent different things and different moods.

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	Create in 2D	Explore the immediate environment using the
		Use basic art terminology to explain how content,	elementary functions of line, shape, colour and
		line, colour and shape are used to express feelings	contrast in two-dimensional work.
		and moods in compositions.	Engage in creative art processes:
		Respond to and discuss images, designs and craft	 present images of own world in various media;
		objects used in popular culture, pictures and	use the senses and emotions to explore design
		photographs in terms of content, line, shape, form,	elements, with emphasis mainly on primary
		colour, texture, space and materials used, using	colours and line.
		appropriate terminology.	Create artworks which demonstrate the translation of
		Differentiate between various art forms such as	own ideas, feelings and perceptions into two-
		drawing, painting, architecture, sculpture, design,	dimensional work using appropriate and available
		craftwork, and graphic media.	materials, with a focus on:
		Respond to images and craft objects used in popular	• line, tone, texture, spatial arrangement, contrast,
		culture, pictures and photographs in terms of	composition;
		purpose, content, form, contrast and meaning.	mixing of primary and secondary colours.
		Explore and experiment with a wide variety of art	Shares and displays work
		materials, techniques (including waste materials), and	Create patterns using geometric shapes; discuss
		colour in a spontaneous and creative way.	rhythm and repetition
		Demonstrate active involvement in individual and	Participate in art activities in terms of choice and
		group art-making activities and an ability to share art-	organisation of materials, with attention to safety and
		making equipment.	responsible behaviour in the work space.
		Discover simple geometric shapes such as circles,	Experiment with colour, line, texture, tone, shape and
		lines, triangles and squares, and combines and	space in various media in two dimensions and, to
		arranges them in patterns.	express mood, feelings and ideas.

		Use imagination and fantasy to play with and explore	Show spontaneity and a creative attitude in art
		shapes, forms, lines, colours and patterns.	activities.
2	Week 7 or 9	Create in 3D	Explore the immediate environment using the
		Use basic art terminology to explain how content,	elementary functions of line, shape, colour and
		line, colour and shape are used to express feelings	contrast in three-dimensional work.
		and moods in compositions.	Engage in creative art processes:
		Respond to and discuss images, designs and craft	 present images of own world in various media;
		objects used in popular culture, pictures and	use the senses and emotions to explore design
		photographs in terms of content, line, shape, form,	elements, with emphasis mainly on primary
		colour, texture, space and materials used, using	colours and line.
		appropriate terminology.	Create artworks which demonstrate the translation of
		Differentiate between various art forms such as	own ideas, feelings and perceptions into three-
		drawing, painting, architecture, sculpture, design,	dimensional work using appropriate and available
		craftwork, and graphic media.	materials, with a focus on:
		Respond to images and craft objects used in popular	• line, tone, texture, spatial arrangement, contrast,
		culture, pictures and photographs in terms of	composition;
		purpose, content, form, contrast and meaning.	• mixing of primary and secondary colours.
		Explore and experiment with a wide variety of art	Shares and displays work
		materials, techniques (including waste materials), and	Create patterns using geometric shapes; discuss
		colour in a spontaneous and creative way.	rhythm and repetition
		Demonstrate active involvement in individual and	Participate in art activities in terms of choice and
		group art-making activities and an ability to share art-	organisation of materials, with attention to safety and
		making equipment.	responsible behaviour in the work space.
		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	Experiment with colour, line, texture, tone, shape and
shapes, forms, lines, colours and patterns.	space in various media in three dimensions, to
	express mood, feelings and ideas.
	Show spontaneity and a creative attitude in art
	activities.