



basic education

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

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## **LIFE SKILLS: CREATIVE ARTS**

### **GRADE R-5**

Curriculum and Assessment  
Policy Statement Grade R-5 for  
learners with Severe  
Intellectual Disability  
2018 Orientation  
Learning programme

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## 1. SECTION 1

## 2. SECTION 2: INTRODUCTION TO CREATIVE ARTS

### 2.1. What is Creative Arts?

Creative Arts is part of the Life Skills Curriculum where learners are exposed to dance, drama, music and visual arts. The purpose of this subject is to develop learners as creative, imaginative individuals with an appreciation of the arts. The subject provides opportunities for learners to give expression to their feelings, individually and in collaboration with others. It creates a foundation for balanced creative, cognitive, emotional and social development. It is therefore important to provide learners with a safe and supportive environment to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance where learners feel creative and can develop skills and interpret their world in unique and creative ways.

### 2.2. Specific Aims:

- To provide learners with the opportunity to express their feelings through music, dance, drama and visual arts.
- To encourage learners as creative, imaginative individuals with an appreciation of arts.
- To help improve language and reduce education dropout levels.
- To provide basic knowledge and skills to be able to participate in creative activities.
- To help develop learners' self- confidence and self- esteem.

### 2.3. Explaining the Creative Arts learning programme

Creative Arts is studied in two parallel and complementary streams, namely Visual Arts and Performing Arts.

#### **Visual arts and Performing arts (dance, drama, music).**

It is encouraged that learners are exposed to both streams of study

#### 2.3.1. Visual arts

Visual Arts provides the learner with an opportunity to discover through play, while developing skills and techniques. Visual Arts encourages an awareness of art elements and design principles found in the natural and the built environment, and enriches the learner's personal experience of

the world. Opportunities are provided for social, emotional and intellectual development, and through non-verbal expression and the process of creating art, the learner comes to understand symbolic language. The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term.

**The content, concepts and skills are organised according to three topics for Visual Arts:**

- Visual literacy
- Create in 2D
- Create in 3D

**2.3.2. Performing arts**

While Performing Arts recognises African arts practice, integration with other subjects is fundamental. There are many complementary and overlapping areas of practice in music and dance and the focus is on the inclusive nature of the arts. Since the nature of integrated arts practice is such that it may be difficult to develop specialised skills in the classroom within the allocated time, it is suggested that the learners wanting to specialise in a particular musical instrument or in a particular dance form, take extra-mural classes for this purpose. Classroom performances of short examples of learning should take place in a nonthreatening environment, where the contribution of each learner is valued and acknowledged.

**The concepts, content and skills are divided into the following distinct topics for Performing Arts:**

**Grade R and Grade 1:**

- Creative games and skills

**Grade 2 and Grade 3:**

- Creative games and skills
- Improvise and create

**Grade 4 and Grade 5**

- **Warm up and play** – preparing the body and voice, and using games as tools for learning skills;

- **Improvise and create** – using arts’ skills spontaneously to demonstrate learning, individually and collaboratively;
- **Perform and reflect** – learning the language of the art form, and interpreting and performing artistic products in the classroom

#### 2.4. Teaching Approach in Creative Arts

The approach to teaching in Creative Arts should be explorative, experimental, experiential and encouraging. A safe and supportive environment should be created for learners to work in an atmosphere of openness and acceptance. Planning should cater for a variety of learning styles and space should be created for the new ideas that learners invariably bring. Teaching needs to be encouraging, enthusiastic, perceptive and constructive.

The development of skills in each art form is essential for progression. Skill building in Creative Arts requires regular practice. Learning in the arts is circular rather than linear. Many of the same activities or exercises are repeated each year with increasing complexity.

#### 2.5. Time allocation

Three (3) hours 30 minutes per week is allocated to Creative Arts for learners in Grade R to Grade 3 . One hour per week is allocated to learners in Grade 4 and 5.

<b>GRADE R-3</b>	<b>GRADE 4-5</b>
5-14 Years: 3H30min	14 -18 Years: 1hour

#### 2.6. Topics:

<b>Topics</b>	<b>Grade R-3</b>	<b>Grade 4-5</b>
Performing arts	Creative games and skills	Warm up and play
	Improvise and create	Improvise and create
		Perform and reflect

Visual arts	Create in 2D	Create in 2D
	Create in 3D	Create in 3D
	Visual literacy	Visual literacy

## 2.7. Sequencing and progression

- A suggested order for the topics is provided
- Begin from the known to the unknown
- Introduce less familiar topics and skills later.
- The sequence of the topics can be changed, but teachers should pay attention to the progression and level at which the topic is addressed

## 2.8. Resources

The following is offered as a guideline for resources in the different art forms:

- A qualified teacher for Creative Arts.
- Open space
- Found or made musical instruments, including drums/tambourine
- Audio equipment and audio visuals with a range of suitable music.
- CD player with a range of suitable music
- Charts of musical notes/substitutes such as animals representing notes values
- Props, including cans, stones, newspapers, materials, chairs balls and a large variety of different sized and shaped objects
- Recycling material e.g. ice cream sticks, containers, etc.
- Tables and chairs

## 2.9. Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

### 2.9.1. Infrastructure

- A fully equipped classrooms to instruct Visual Arts and Performing Arts
- Creative Arts educators should always adhere to the Occupational Health and Safety measures in the classroom at all times.

### 2.9.2. Equipment

The following recommended equipment must be stored securely

Visual Arts	Performing Arts
<ul style="list-style-type: none"><li>• Paints (powder, tempera)</li><li>• Paint brushes</li><li>• Coloured inks</li><li>• Crayons</li><li>• Pencils (all types)</li><li>• Koki pens</li><li>• Pastels</li><li>• Charcoal</li><li>• Earthenware</li><li>• Beads</li><li>• Sequins</li><li>• Ribbons</li><li>• Cotton</li><li>• Wood</li><li>• Glue</li><li>• Paper e.g. shredded paper</li><li>• Charts</li><li>• Canvas</li><li>• Drawing boards</li><li>• Recycled material e.g. wood, wire, tires, plastic, cloth, etc.</li><li>• Mirrors</li><li>• Water</li></ul>	<ul style="list-style-type: none"><li>• Homemade Instruments:<ul style="list-style-type: none"><li>- Rhythmic sticks</li><li>- Shakers</li><li>- Bells</li><li>- Wooden sandpaper</li><li>- Membranophones (plastic or metal container covered by a plastic lid)</li><li>- Chordophones (stretching rubber band over empty plastic or cardboard)</li><li>- Aero-phones (empty glass bottles/ tubes of bamboo)</li></ul></li><li>• Musical instruments:<ul style="list-style-type: none"><li>- Guitar</li><li>- Strings</li><li>- Trumpets</li><li>- Drums, e.g. hand drum, bongo drum, tambourine, Cow bell, Djembe drum</li><li>- Two-tone woodblock</li><li>- Flutes, e.g. pan flute, reed flute, etc.</li></ul></li></ul>

<ul style="list-style-type: none"> <li>• Photocopies of things</li> <li>• Food colouring</li> <li>• Dough</li> <li>• Clay</li> <li>• Plasticine</li> <li>• Chalk</li> <li>• Chalk pastels</li> <li>• Costumes and props</li> <li>• Scissors</li> <li>• Staplers</li> <li>• Material suitable for 3D work</li> <li>• Other material and furniture <ul style="list-style-type: none"> <li>- Art knife</li> <li>- Colour Wheel</li> <li>- Standard floor easel</li> <li>- Acetate roll</li> <li>- Tracing paper</li> <li>- Foamcor white sheets</li> <li>- Cardboards</li> <li>- Scalpel</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Marimba</li> <li>- Key board</li> <li>• Other <ul style="list-style-type: none"> <li>- Floor comforters/mats</li> <li>- Stage/classroom space/open space</li> </ul> </li> </ul>
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### 2.9.3. Finances

#### **Budget and inventory**

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

### 2.10. Career opportunities

The aim of Creative Arts in the curriculum is to support the development of the learner as a whole; mind body and spirit. Creative arts may be valuable in careers such as

- Acting
- Singing
- Dancing
- Work Painting
- Make-up Artist

### 3. SECTION 3

## OVERVIEW OF VISUAL ARTS SKILLS PER GRADE, PER TERM AND TEACHING PLANS

### 3.1. Content overview of Visual Arts skills

The table below indicates the visual arts skills in the Creative Arts learning programme in Grade R – Grade 5.

#### 3.1.1. Grade R

Grade	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade R: 1st year</b>	<b>Week 1</b>	3D: Build structure with wooden blocks, e.g. jungle gym	2D: Identify different textures on a picture e.g. rough or smooth by painting with strawberry jelly 3D: Create a 3D article using edible food e.g. make a fruit kebab with two fruits on a stick	2D: Create a picture of a family using a template and photos or pictures of a family 3D: Create a family tree with photos or pictures of a family	2D: Create a 2D picture using a paper plate and coloured paper e.g. create a picture of the sea with fishes in the sea 3D: Create a 3D article using a paper plate e.g. make a jellyfish using paper plates and different colours of ribbon
	<b>Week 2</b>	2D: Patterns on paper, e.g. thumb prints 3D: Paste 3D objects, e.g. create a nature box	2D: Patterns on glass e.g. create free hand patterns/shapes with shaving cream on a mirror/glass 3D: Create a 3D article using recycled materials e.g.	2D: Create a wall painting with family members on the picture 3D: Create and decorate a 3D article to celebrate a birthday e.g. create and decorate a birthday hat	2D: Create a 2D picture using paper plates e.g. create a picture of fishes in the sea using paper plates 3D: Create a 3D article using recycled materials e.g.

Grade	Week	Term 1	Term 2	Term 3	Term 4
			make a spyglass with a paper cup and toilet roll		create a boat using an empty juice box
	<b>Week 3</b>	2D: Painting on big paper, e.g. painting of the learner with a sponge on newspaper sheets 3D: Create a 3D article with edible food e.g. Make face biscuits	2D: Revise the sense of smell e.g. make a fragrant flower craft 3D: Create a 3D article to revise the sense of hearing e.g. create and decorate a listening tube using an empty paper roll	2D: Create a 2D article using shapes e.g. create a picture of a house using shapes 3D: Create a 3D article using recycled materials e.g. create a hut with empty tins and grass	2D: Create a 2D picture using paper plates e.g. make a cat using paper plates 3D: Create a 3D article using paper cups e.g. make a dog with paper cups
	<b>Week 4</b>	2D: Drawing on sandpaper e.g. draw a picture of the learner with sandpaper and paint 3D: Create a 3D article with waste material e.g. make lollipop faces	2D: Create a picture depicting the five senses 3D: Create a 3D article depicting the five senses e.g. create a feely glove using different materials inside the glove	2D: Create a 2D article using shapes and different materials e.g. create a picture of a house using shapes and different materials 3D: Create a stacking house using blocks	2D: Create a 2D picture using paper plates e.g. make a pet face using paper plates 3D: Create a 3D article using a clothes peg e.g. create a fish using a peg
	<b>Week 5</b>	2D: draw a face using a variety of art materials e.g. draw a face using cup cake liners 3D: Drawing emotions e.g. draw emotions using paper plates and ice cream sticks	2D: Create patterns on paper e.g. create a picture with apple print on white paper. 3D: Create a 3D article depicting healthy habits using recycled material e.g.	2D: Create a 2D picture using different shapes e.g. make a picture of a school bus using different shapes 3D: Create a 3D article using recycled materials e.g. create, paint and decorate a	2D: Create a 2D picture of an animal using a paper plate e.g. make a cat using a paper plate 3D: Create a 3D animal using recycled materials e.g.

Grade	Week	Term 1	Term 2	Term 3	Term 4
			make a fruit tree using toilet rolls and fruit loops	car using a recycled cardboard box	make a cow using an empty tin
	<b>Week 6</b>	2D: Build simple puzzles with 2-4 pieces 3D: Create a 3D article depicting emotions using recycled material e.g. pictures of emotions on toilet rolls	2D: Make patterns on paper e.g. create a picture of strawberries using handprints and paint 3D: Make a 3D article depicting fruit e.g. make a pine apple using a paper cup	2D: Create a 2D picture using coloured paper e.g. make a picture of a truck 3D: Create a 3D article using recycled materials e.g. create a steamboat using empty boxes and paper tubes	2D: Create a 2D picture of a farm animal using paper plates e.g. make a picture of a pig using paper plates 3D: Create a 3D article of a farm animal using recycled materials e.g. make a chicken with toilet paper rolls or cardboard loops
	<b>Week 7</b>	2D: Do scribble exercises e.g. do uncontrolled scribble exercised with thick crayons. 3D: Make 3D article using clay e.g. make clay balls using two different primary colours	2D: Make patterns on paper e.g. dip a carrot in paint and create patterns on white paper 3D: Make a 3D article depicting vegetables e.g. make peas in a pod using a paper plate and clay	2D: Create a 2D picture using a paper plate e.g. make a picture of a police car using a paper plate 3D: Create a 3D article using recycled materials e.g. create and decorate a car using an empty toilet roll	2D: Create a 2D picture of a wild animal using paper plates e.g. make a monkey using a paper plate 3D: Create a 3D article of a wild animal using recycled materials e.g. make a crocodile using egg cartons
	<b>Week 8</b>	2D: Patterns on paper e.g. use paper cups or stencils to make circles or other patterns on paper	2D: Make a colour wheel using a paper plate 3D: Make a 3D article using primary and secondary colours e.g. create and	2D: Create a 2D picture using primary and/or secondary colours e.g. make a picture of a red hen	2D: Create a 2D picture of a wild animal e.g. make a zebra face using a paper plate

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Create a 3D article using handprints e.g. make and paint handprint circles.	decorate a suncatcher using a paper plate	3D: Create a 3D article using recycled materials e.g. create a toilet roll apple	3D: Create and decorate a wild animal e.g. a spiral snake
	<b>Week 9</b>	2D: Patterns on paper e.g. create a picture with balloons and red/yellow/blue paint. 3D: Create a 3D article using edible food e.g. paint sugar cookies with primary colour icing	2D: Make a picture using fingerprint e.g. create a picture of umbrellas using paint, cotton wool and fingerprints 3D: Create a 3D article depicting primary and secondary colours e.g. create a rainbow using cardboard and cotton wool	2D: Create a 2D article using coloured paper e.g. create a picture of a rainbow Christmas tree 3D: Create a 3D article using a paper plate e.g. make a paper plate crown and use primary and/or secondary colours	2D: Create a 2D picture using patterns e.g. create a pattern on a big sheet of paper made by bubble wrap stomp painting 3D: Create a 3D article using rainbow colours e.g. make a glow in the dark jelly fish with paper plates and ribbon
<b>Grade R: 2<sup>nd</sup> year</b>	<b>Week 1</b>	3D: Build structure with plastic shapes, e.g. school building	3D: Create a 3D article with edible food e.g. fruit kebab with 3 fruits on a stick	2D: Create a 2D article using different shapes e.g. create a house with family members in the house using different shapes for the house and the family members 3D: Create a 3D article using popsicle/ice cream sticks e.g. create a photo frame using popsicle/ice cream sticks and put a	2D: Create a 2D picture of a water animal using a paper plate e.g. make an octopus using a paper plate 3D: Create a 3D water animal using polymer clay or salt dough e.g. create and decorate a polymer clay or salt dough fish

Grade	Week	Term 1	Term 2	Term 3	Term 4
				photo of family members in/on the frame	
	<b>Week 2</b>	2D: Punch holes and threading, e.g. school jersey 3D: Sow seeds in container, e.g.	2D: Create free hand drawings/paintings e.g. paint with instant pudding on a mirror 3D: Make a sensory ball with a balloon	2D: Make a picture of a house with family members in the house using collage 3D: Create a 3D article using recycled material e.g. make a mirror frame using a recycled CD	2D: Create a 2D picture of a water animal using recycled materials e.g. make a fish using a recycled CD 3D: Create a 3D article using a pool noodle e.g. make a boat using a pool noodle
	<b>Week 3</b>	2D: Make patterns using thumb prints e.g. create patterns with thumbs on big pieces of paper 3D: Create a 3D article using edible food e.g. make ginger bread faces	2D: Create a picture to revise the sense of taste e.g. make a picture of a tongue with different sweets pasted on the tongue 3D: Create a 3D article using recycled materials to revise the sense of hearing e.g. make and decorate shakers using empty containers	2D: Create a 2D bookmark e.g. create a bookmark using a picture of a house on the bookmark 3D: Create a 3D article using popsicle/ice cream sticks and fabric e.g. create a house using popsicle/ice cream sticks and fabric	2D: Create a 2D picture of a pet using recycled materials e.g. make a picture of fishes made with bottle caps 3D: Create a 3D article of a pet using paper cups e.g. make a dog using paper cups
	<b>Week 4</b>	2D: Build a face with cut out pieces 3D: Create a 3D article using recycled material e.g.	2D: Make a picture depicting the five senses using different materials e.g. ice cream sticks and wool	2D: Create a picture of a house looking like a big crayon	2D: Create a 2D picture of a pet using coloured paper e.g. make a picture of a rabbit

Grade	Week	Term 1	Term 2	Term 3	Term 4
		make a body with toilet rolls and paper plates.	3D: Create and decorate a texture box using different textures for each box	3D: Create a house using recycled material e.g. recycled cardboard boxes	3D: Create a 3D article of a pet using a stone e.g. make and decorate a frog using a stone
	<b>Week 5</b>	2D: Create faces depicting emotions e.g. create a happy and sad face using paper plates 3D: Create an article using plastic beads e.g. make a friendship bracelet	2D: Make patterns using fruit e.g. dip orange halves in paint and create a picture on white paper 3D: Create a fruit using recycled materials e.g. toilet paper rolls and pipe cleaners	2D: Create a picture using coloured material and shapes e.g. create a picture of a train using different colours and shapes 3D: Create a 3D article using recycled materials e.g. create, paint and decorate a train using toilet rolls	2D: Create a 2D picture of a farm animal using bubble wrap e.g. make a picture of a sheep using bubble wrap 3D: Create a 3D article of a farm animal using paper cups e.g. make different farm animals with paper cups
	<b>Week 6</b>	2D: Build a simple flat puzzle with 4-6 pieces 3D: Draw emotions on a 3D article e.g. draw emotions on balloons filled with play dough	2D: Make a picture of fruit using a paper plate e.g. make a kiwi fruit using a paper plate 3D: Create fruit using recycled materials e.g. create fruit using empty yoghurt containers and tissue paper	2D: Create a 2D picture using recycled materials e.g. create a picture of a hot air balloon using a cup cake liner 3D: Create a 3D article using recycled materials e.g. make a car using a big cardboard box and paper plates	2D: Create a 2D picture of a farm animal using paper plates e.g. a picture of a cow 3D: Create a 3D article of a farm animal using recycled materials e.g. make a chicken using an empty tin

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 7</b>	2D: Create a picture with starch finger paint 3D: Create a picture using pasta painted with primary colours	2D: Create a pattern using fruit e.g. make a potato stencil and create patterns on white paper 3D: Create fruit using cardboard e.g. create a pumpkin using cardboard and pipe cleaners	2D: Create a 2D article using a handprint e.g. make a picture of a police car using a handprint 3D: Create a 3D article using popsicle.ice cream sticks e.g. create an aeroplane using popsicle/ice cream sticks	2D: Create a picture of a wild animal from cut out pieces e.g. a hippo 3D: Create a 3D article of a wild animal using recycled materials e.g. make a giraffe using empty tins
	<b>Week 8</b>	2D: Create a picture using hand prints e.g. create a picture of a worm or a monster using hand prints 3D: Create an article using recycled materials e.g. make a train using egg cartons	2D: Make a rainbow using different materials e.g. colours of lint or cardboard and cotton balls 3D: Create an article using recycled materials e.g. make a suncatcher using bottle lids and tissue paper	2D: Create a 2D picture using a paper plate e.g. make a ladybug using a paper plate 3D: Create a 3D article using coloured paper e.g. create and decorate a chain necklace	2D: Create a picture of a wild animal using a hand print e.g. make a picture of a camel using a handprint 3D: Create a 3D article of a wild animal using clothe pegs e.g. make and decorate a giraffe using clothe pegs
	<b>Week 9</b>	2D: Create patterns on paper e.g. create patterns with the wheels of trucks and red/yellow/blue paint 3D: Create a 3D article using edible food e.g. decorate	2D: Make a picture of a fish using a paper plate 3D: Make a 3D article using primary and secondary colours e.g. make a necklace using macaroni or plastic tubes	2D: Create a 2D picture using collage e.g. create a rainbow clover using collage 3D: Paint sea shells different rainbow colours	2D: Create a 2D picture with rainbow colours e.g. create a pattern on white paper with a rolling pin and bubble wrap 3D: Create a 3D article using rainbow colours e.g.

Grade	Week	Term 1	Term 2	Term 3	Term 4
		cup cakes with primary colour icing			make a glow in the dark pasta necklace
Grade R: 3 <sup>rd</sup> year	<b>Week 1</b>	3D: Build structure with cardboard boxes, e.g. school building	3D: Create a 3D article with edible food e.g. make a fruit kebab with 4 fruits on a stick	2D: Create a 2D picture with handprints e.g. create a family tree using different colours of handprints 3D: Create a 3D article using recycled materials e.g. create a family using toilet rolls and pipe cleaners	2D: Create a 2D picture of a water animal using a paper plate e.g. make a picture of fishes in the sea made with paper plates 3D: Create a 3D article of a water animal using different materials e.g. make a jellyfish using tissue paper and ribbon
	<b>Week 2</b>	2D: Punch holes and paste circles on paper 2D: Use shapes to create a model of a school 3D: Create a display for a classroom door using handprints of the learners in the class	2D: Create a picture using finger prints e.g. make a balloon on white paper using fingerprints 3D: Make a 3D musical instrument e.g. make a guitar with a paper plate	2D: Create a picture of a house and family member using corresponding colours 3D: Create a 3D article using decoupage e.g. create a family picture block using decoupage	2D: Create a 2D picture of a water animal e.g. make a picture of fishes using shades of the same colour 3D: Create a 3D article using a paper cup e.g. make a light house using a paper cup
	<b>Week 3</b>	2D: Create a picture using melted crayons and paint. 3D: Create a 3D article using edible food e.g. make	2D: Make a texture hand e.g. trace and colour a hand and paste different textures on the fingers	2D: Create a picture of a house with different rooms in the house using a cut out house	2D: Create and decorate a picture of a pet e.g. make a picture of a bird and decorate the bird with feathers

Grade	Week	Term 1	Term 2	Term 3	Term 4
		a face or body using edible food	3D: Create a 3D musical instrument of recycled material e.g. make and decorate a rainstick using an empty paper towel roll	3D: Create a 3D article using a paper bag e.g. create and decorate a paper bag house	3D: Create a 3D article of a pet using paper plates e.g. make a bird using paper plates and ribbon
	<b>Week 4</b>	2D: Create a picture using handprints e.g. create a picture of the learner using his/her own painted hands and feet 3D: Create a 3D article using recycled material e.g. make a first aid kit using a shoe box	2D: Make a texture man using different materials 3D: Make a sensory book with cardboard and different textures	2D: Create a 2D picture using different materials e.g. create a picture of a hut using different materials 3D: Create a 3D article using recycled material e.g. create a house using a recycled milk carton	2D: Create a picture of a pet using a handprint e.g. make a picture of a bird using a hand print 3D: Create a 3D article of a pet using pipe cleaners e.g. make a cameleon using pipe cleaners
	<b>Week 5</b>	2D: Create a self portrait using natural materials e.g. leaves, sticks and stones 3D: Create a face using stones	2D: Create a pattern using thumb prints e.g. create a picture of grapes on white paper 3D: Create a fruit using recycled materials e.g. make fruit with toilet paper rolls, tissue paper and pipe cleaners	2D: Create a 2D picture using a footprint e.g. create a picture of a train using a footprint and paint 3D: Create a 3D article using recycled materials e.g. create, paint and decorate a school bus using an empty milk carton	2D: Create a picture of a farm animal using cotton wool e.g. make a picture of a sheep using cotton wool for the wool 3D: Create a 3D article of a farm animal using polymer clay e.g. make a cow using polymer clay

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 6</b>	2D: Build a simple flat puzzle with 8-10 pieces 3D: Create a self-portrait using play dough	2D: Make a picture of a fruit using collage e.g. a strawberry 3D: Create a 3D article using edible food e.g. make a necklace using froot loops	2D: Create a 2D picture using recycle materials e.g. create a picture of hot air balloons using buttons 3D: Create a 3D article using recycled materials e.g. make a space shuttle using a toilet roll	2D: Create a picture of a farm animal using rolled paper e.g. a peacock 3D: Create a 3D article of a farm animal using polymer clay e.g. a sheep using polymer clay
	<b>Week 7</b>	2D: Create a picture using paint and sand. 3D: Make paper lanterns using different primary colours	2D: Create patterns using vegetables e.g. make a celery and potato stencil and create patterns on white paper 3D: Create a 3D article of a vegetable e.g. create a radish using tissue paper	2D: Create a picture of a boat using different colours of paper and/or different materials 3D: Create a 3D article using popsicle/ice cream sticks e.g. create and decorate a boat using popsicle/ice cream sticks	2D: Create a 2D picture of a wild animal using a paper plate e.g. make a picture of a rhino from a paper plate and cut out pieces 3D: Create a 3D article of a wild animal using coloured folded paper e.g. a snake
	<b>Week 8</b>	2D: Make a paper plate colour wheel. 3D: Create a 3D article using different materials e.g. make a doll using wool with primary colours and clothing pegs.	2D: Make a picture using primary and secondary colours e.g. make a picture of a bird using a footprint and feathers 3D: Create a 3D article using recycled material e.g.	2D: Create a 2D picture using recycled materials e.g. make a picture of a flower using a cup cake liner 3D: Create a 3D article using a paper plate e.g. make a chicken using a paper plate	2D: Create a picture of a wild animal using a paper plate e.g. make a lion picture using a paper plate 3D: Create a 3D article of a wild animal using pipe cleaners e.g. spiders

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Make a paper-maché pot and paint it with primary colours	make a sun catcher using recycled CD's		
	<b>Week 9</b>	2D: Create patterns e.g. create a pattern with a rolling pin and red/yellow/blue paint 3D: Create a 3D article using edible food e.g. make rainbow sugar cookies	2D: Create and decorate a picture of the letter of the alphabet using primary and secondary colours 3D: Create a 3D article using primary and secondary colours e.g. make a paper chain and a pot of gold using different colours	2D: Create a 2D picture using paper plates e.g. make a picture of fishes in the sea using paper plates and primary colour 3D: Create a 3D article using salt dough e.g. make a wall ornament using salt dough and paint it with primary colours	2D: Create a picture using different shapes and bubble wrap 3D: Create and decorate a salt clay ornament

### 3.1.2. Grade 1

Grade	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 1: 1st year</b>	<b>Week 1</b>	2D: Draw from a template and decorate e.g. draw a crayon from a template and decorate the crayon with a picture of themselves 3D: Create a 3D article using recycled materials e.g. build a school building with different sizes of boxes	2D: Create a picture using different shapes and different colours e.g. make different houses with coloured shapes and draw the reflection on the bottom of picture 3D: Create a 3D article using recycled materials e.g. make and decorate a ginger bread house using a brown paper bag	2D: Create picture depicting healthy habits e.g. trace hands, draw and colour dirt on 2 hands and soap on the other 2 hands 3D: Create a 2D article depicting healthy habits e.g. create a chef's hat	2D: Create a picture using collage e.g. make a picture of a jellyfish suncatcher using collage and ribbon 3D: Create a 3D article using recycled material e.g. make a model of a sailboat with fabric attached to a stick
	<b>Week 2</b>	2D: Make patterns on paper e.g. paint with Lego blocks on white paper 3D: Make and decorate a birthday crown using a paper plate	2D: Make a picture with edible paint and handprints 3D: Create and decorate a 3D article using small rocks and stones e.g. create and decorate a house using small rocks and stones	2D: Create a 2D picture using collage e.g. paste fruit and vegetables on a paper to create a picture showing healthy food 3D: Create a 3D article showing a healthy habit with recycled materials e.g. make a model of teeth using egg cartons	2D: Create a picture using a collage of natural materials e.g. make a collage of a water tortoise using natural materials like sticks and stones 3D: Create a 3D article using recycled materials e.g. make a fish using a water bottle

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 3</b>	2D: paint with watercolour e.g. paint freely with a big brush on paper or newspaper 3D: Decorate a 3D article using recycled materials e.g. decorate a tin for storage of crayons	2D: Create a picture of a home e.g. make a shoe house of felt 3D: Make a 3D article using edible food e.g. make an easy gingerbread house with crackers and sweets	2D: Create a picture using handprints of a plant or seed e.g. create a picture of the parts of a plant using different colours of handprints 3D: Create a 3D article using recycled materials e.g. create a pot plant holder using a tin and pegs	2D: Create a picture using natural materials e.g. make houses using driftwood 3D: Make a 3D article using a brown paper bag e.g. make a house using a brown paper bag and display the houses on a string
	<b>Week 4</b>	2D: Create a picture using body parts e.g. colour and cut out a picture with body parts and attach the body parts with pins 3D: Create a 3D article using polymer clay e.g. create a model of a boy/girl out of polymer clay and paint it	2D: Make a picture using the art of handprints e.g. create a picture of a grandfather using handprints 3D: Create a 3d family e.g. make a family using clothes pins and small scraps of fabric	2D: Create a picture of a flower of a plant using different materials e.g. create a picture of a flower using cotton buds and pipe cleaners 3D: Create a 3D article using recycled materials e.g. create a plant holder using an empty cold drink bottle	2D: Create a picture with patterns using primary colours e.g. make a picture of a rainbow with primary colours using bubble wrap printing 3D: Create a 3D article using recycled material e.g. fold the pages of a telephone directory in half to create a hut
	<b>Week 5</b>	2D: Create a mask depicting emotions	2D: Make a family using popsicle sticks and fabric	2D: Create a picture of a plant, fruit or vegetable using collage e.g. make a	2D: Create a picture of a pet using paper plates e.g. a dog

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Paint stones with different emotions	3D: Create a pebble family, paint and decorate the pebble family	picture of an apple using coloured paper 3D: Create a 3D article using salt dough e.g. use salt dough and imprint with seeds, plant or shells to make a miniature ornament	3D: Create a 3D article using recycled and natural material e.g. make a bird cage and a bird using carton, paper and feathers
	<b>Week 6</b>	2D: Create emotions flashcards 3D: Build a 3D construction using Lego blocks e.g. build a house with Lego blocks	2D: Make patterns using potato print e.g. make a tree using the potato print of a leaf to create the leaves of the tree 3D: Create 3D robot using an ice cream stick for the pole	2D: Create a picture of a fruit using bubble wrap and paint 3D: Create a 3D article using banana peels e.g. make a dolphin or an octopus	2D: Create a picture of a pet using paper folding e.g. make a dog face using paper folding 3D: Create a 3D article of a pet e.g. make and decorate a paper spring dog
	<b>Week 7</b>	2D: Paint on cardboard using decoupage and paint 3D: Create polymer clay faces showing emotions	2D: Create a pattern using stencils e.g. create a pattern with paint and heart stencils 3D: Make a 3D article using edible food e.g. create a robot using crackers and sweets	2D: Create a picture of fruit using puffy paint e.g. a watermelon 3D: Create a 3D fridge magnet of fruit using polymer clay	2D: Create a 2D picture of a wild animal using recycled materials e.g. make a model of a giraffe using an empty paper towel roll cut in half 3D: Create a 3D article of a wild animal using recycled material e.g. make a crocodile using empty egg cartons

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 8</b>	2D: make patterns using footprints e.g. create a picture of carrots using footprints 3D: Make a 3D article using primary colours e.g. make mirrors with primary colours	2D: Create a colour wheel umbrella and decorate with fingerprint rain 3D: Create a 3D article using recycled materials e.g. make and decorate a tug boat using a margarine container	2D: Create a picture of vegetables using wax crayons and black paint 3D: Create a 3D article using stones e.g. paint vegetable garden markers using stones	2D: Create a picture of a wild animal using pipe cleaners e.g. make a monkey using a picture of a monkey and pipe cleaner 3D: Create a wild animal using paper cups e.g. make a giraffe using painted paper cups
	<b>Week 9</b>	2D: Create patterns using different objects e.g. use brushes, combs, steel wool etc. 3D: Make a 3D article using primary and secondary colours e.g. make a brac	2D: Create a sunset using a collage of different colours 3D: Create a 3D article using paper and straws e.g. make a windmill using coloured paper and straws	2D: Create a folded picture of a vegetable e.g. a carrot 3D: Create a 3D article with edible food e.g. make a collage of a mealie/corn using popcorn	2D: Create a 2D picture of a farm animal using paper plates e.g. a paper plate cow 3D: Create a 3D farm animal using recycled materials e.g. make frog with egg cartons
<b>Grade 1: 2nd year</b>	<b>Week 1</b>	2D: Make a school bus with ice cream sticks 3D: Create a 3D article with recycled materials e.g. make a photo frame with ice cream sticks	2D: Create a picture using recycled materials e.g. make a picture of a house with an air balloon made of buttons 3D: Make and decorate a 3D house using recycled materials e.g. make and	2D: Create a 2D picture using shapes e.g. create a germ monster using different shapes 3D: Create a 3D article using polymer clay e.g. create :happy" teeth and a toothbrush using polymer clay	2D: Create a picture using a collage e.g. make a collage of a starfish using buttons or macaroni 3D: Create a 3D article using recycled materials e.g. make water bottle wind spirals

Grade	Week	Term 1	Term 2	Term 3	Term 4
			decorate a house using recycled bags		
	<b>Week 2</b>	2D: Create a article using handprints e.g. create a birthday card with hand prints  3D: Create a 3D article using recycled materials e.g. make and decorate a school building using brown paper bags	2D: Create a picture with edible paint e.g. a picture of flowers  3D: Create a 3D article using a jar e.g. make and decorate a house using a small jar	2D: Create a picture of teeth using paper and popsicle.ice cream sticks e.g. make a happy tooth and decorate the tooth with eyes and a mouth  3D: Create a 3D article using a popsicle/ice cream stick e.g. make and decorate a toothbrush with a popsicle/ice cream stick and paper	2D: Create a picture using the art of stained glass e.g. make a picture of a stained glass rain cloud  3D: Create a 3D water animal using recycled materials e.g. make a shark with a toilet roll and paper-maché
	<b>Week 3</b>	2D: Make a mystery picture with soap and watercolour  3D: Create a 3D article using duct tape e.g. make a pencil case using duct tape	2D: Create a picture of a family using waste material e.g. make a picture of a family using ice cream sticks for the bodies, pipe cleaners for arms and waste material for clothes  3D: Create a 3D article using edible food e.g. make and decorate a	2D: Create a picture of plants and seeds using recycled materials e.g. make a flower using a popsicle/ice cream stick and a cup cake liner  3D: Create a 3D article using recycled materials e.g. make a pot plant holder using toilet paper rolls and brown paper	2D:Create a picture telling a story using natural materials e.g. make a picture of the three houses of the pigs using paper, sticks, straw and small bricks  3D: Create a 3D house using recycled materials e.g. make and decorate a miniature house using an empty match box

Grade	Week	Term 1	Term 2	Term 3	Term 4
			gingerbread house using cookies and sweets		
	<b>Week 4</b>	2D: Draw or add accessories on a photo 3D: Create a 3D article using polymer clay e.g. create a group of people and paint it	2D: Create a picture of a family member e.g. colour a picture of a grandmother and decorate it with glasses from pipe cleaners and hair from wool 3D: Create puppets using match box covers	2D: Create a 2D picture with patterns e.g. make a picture of flowers using a fork and paint 3D: Create a 3D article using recycled materials e.g. use a 2liter cold drink bottle to make a pot plant container and decorate the bottle	2D: Create a picture using bubble wrap printing e.g. make patterns on fabric using bubble wrap printing 3D: Make a 3D article using folding paper e.g. make a tree or people by folding paper
	<b>Week 5</b>	Draw pictures of emotions e.g. cut out faces from magazines with emotions and paste it on a big paper 3D: Create a 3D article using recycled materials e.g. create a friendship bracelet using buttons and string	2D: Make a photo puzzle from family members using popsicle sticks 3D: Create a family using clothe pins and scraps of fabric	2D: Create a picture of plants or seeds using seed mosaic 3D: Create a 3D article using polymer clay e.g. make and decorate a mushroom using polymer clay and paint	2D: Create a picture of a pet using paper plates e.g. make a picture of a cat 3D: Create a 3D article of a pet using carton e.g. a cat
	<b>Week 6</b>	2D: Create an emotion wheel or mood meter 3D: Create a 3D article using Lego blocks e.g.	2D: Create a picture using finger prints e.g. create a tree with blossoms	2D: Create a 2D picture using a handprint e.g. create a picture of a fruit	2D: Create a picture of a pet using paint and a handprint e.g. a rabbit

Grade	Week	Term 1	Term 2	Term 3	Term 4
		build a construction with wheels with Lego blocks	3D: Make road signs using popsicle sticks and recycled materials	using a handprint and paint 3D: Create a 3D article using edible food e.g. make fruit salad	3D: Create a 3D article of a pet using coloured paper e.g. make a fish tank with fishes using coloured paper and carton
	<b>Week 7</b>	2D: Paint pictures using different materials e.g. paint a picture with leaves, sponges, rope etc. attached to pegs 3D: Create a 3D article with polymer clay e.g. make a fridge magnet with polymer clay showing emotions	2D: Paint pictures with paint and straws e.g. make monsters by blowing paint with straws 3D: Create a 3D article using edible food e.g. make a fire truck using cookies and sweets	2D: Create a 2D picture using fingerprinting e.g. create a card with a fruit picture using fingerprinting 3D: Create a 3D article using edible food e.g. make a fruit loop bracelet or necklace	2D: Create a picture of a wild animal using paper plates e.g. make and decorate a hippo using 2 paper plates 3D: Create a 3D article of a wild animal using recycled material e.g. make spiders using empty egg cartons and pipe cleaners
	<b>Week 8</b>	2D: Create a picture using footprints e.g. create a picture of a duck using footprints and primary and secondary colours 3D: Create a 3D article using glass beads e.g. make an easy bracelet using glass beads with primary colours	2D: Make a colour wheel collage using recycled materials 3D: Create a sequence ball e.g. using a polystyrene ball, beads and sequences	2D: Create a card or gift wrap using potato printing 3D: Create 3D vegetables using popsicle/ice cream sticks	2D: Create a picture of a wild animal using paper plates e.g. make a picture of a lion or a leopard 3D: Create animal track stamps e.g. using a sponge to make an animal track

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 9</b>	2D: Create patterns using primary and secondary colours e.g. create patterns with paint and corn 3D: Create a 3D article using primary and secondary colours e.g. make a glass mobile using primary and secondary colours	2D: Create an art projects with colours and lines 3D: Create, colour and decorate a 3D folded hat	2D: Create a picture, card or gift wrap using celery or potato print 3D: Create a 3D article using edible food e.g. decorate a brown paper bag filled with popcorn	2D: Create a picture of a farm animal using fingerprint art e.g. make a picture of a sheep using finger prints 3D: Create a 3D farm animal using cotton wool and clothes pegs e.g. a sheep with cotton wool and pegs

### 3.1.3. Grade 2

Grade	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 2: 1st year</b>	<b>Week 1-3</b>	2D: Create a picture using a footprint e.g. create a community vehicle using a footprint 2D: Create pictures of fire fighters using paper and paint	2D: Make a string print/ stencil print e.g. use string, card board, liquid, glue, paper and paint to create a picture of the sun 2D: Create a picture using finger prints e.g. make a card with Christmas lights using fingerprints	2D: Create a picture using different shapes e.g. build a picture of a truck using different shapes 3D: Group activity: build, paint and decorate a train station with trains	2D: Create a picture using primary and secondary colours e.g. make a picture of sailboats on water 3D: Create a 3D article using recycled materials e.g. make a ocean in an egg carton
	<b>Week 1-3</b>	3D: Construct a community centre e.g. police station 3D: Build a fire truck using chairs and card board boxes 3D: Create a 3D article using recycled materials e.g. make a police radio using an empty juice carton	3D: : Make and decorate a tree depicting the four seasons using card board 3D: Make a tree using different colours of cardboard	2D: Create a picture using recycled materials e.g. make a picture of a helicopter using a cupcake liner 3D: Create a 3D article using recycled materials e.g. make a helicopter using egg cartons, paint and carton	2D: Create a picture using ice painting 3D: Create a 3D article using recycled materials e.g. make a water well using recycled milk cartons
	<b>Week 4-5</b>	2D: Draw and paint pictures about “what my body needs” e.g. make a poster with a slogan “what do I need to survive	2D: Paint a picture of a fish using a variety of media e.g. finger painting 2D: Create a picture of a sea animal using hand	2D: Create a picture using collage e.g. make a collage of pictures depicting safety rules	2D: Create a picture with handprints e.g. Make colourful handprints of nine different colours on A3 paper and write the name of

Grade	Week	Term 1	Term 2	Term 3	Term 4
		2D: Create a picture of a boy/girl with their shadows 2D: Create pictures of teeth with healthy and unhealthy pictures on a teeth	prints e.g. make a picture of an octopus using a hand print	3D: Create a 3D article with popsicle/ice cream sticks e.g. make traffic signs using cardboard and popsicle/ice cream sticks	a province and the capital city of South Africa on each handprint 3D: Create an indigenous musical instrument e.g. an African spirit drum
	<b>Week 4-5</b>	3D: Create a 3D article depicting a medical instrument e.g. make a stethoscope using pipe cleaners 3D: Create a 3D article with card board e.g. village with houses and vehicles using card board	3D: Create a 3D sea animal e.g. create jelly fish using pipe cleaners and card board 3D: Make a 3D sea animal e.g. make an octopus using an egg carton and pipe cleaners	2D: Create a picture with different traffic signs 3D: Create a 3D fridge magnet e.g. make fridge magnet traffic signs	2D: Create a picture with a traditional African print 3D: Create a 3D article using the South African flag and epoxy e.g. make a pin button of the South African flag using resin or epoxy
	<b>Week 6-7</b>	2D: Combine painted pictures to make a poster e.g. draw two pictures to show the difference between rights and responsibilities 2D: Create a card using hand- and footprints	2D: Create a picture of an animal and its shelter e.g. a picture card of a dog and a dog house 2D: Paint a picture of an animal shelter e.g. a bird house	2D: Create a picture using collage e.g. make a collage about a specific occupation 3D: Create a 3D article using stones e.g. make pictures on stones of people who help other people	2D: Create a picture using the symbol of sign language e.g. make a picture using the sign language for "I love You" 3D: Create a 3D article using polymer clay e.g. make a cell phone as a means of auditory

Grade	Week	Term 1	Term 2	Term 3	Term 4
					communication using polymer clay
	<b>Week 6-7</b>	3D: Create a 3D article using recycled materials e.g. make a wind chime using old keys and sticks 3D: Create musical instruments using recycled materials e.g. make drums using recycled materials	3D: Create an animal and its shelter with polymer clay e.g. an ant and an ant hill 3D: Create a bird house using recycled materials e.g. make and decorate a bird house of a bird feeder using an empty milk carton	2D: Create masks e.g. make masks of people who help other people 3D: Create a 3D article using wooden spoons e.g. make a family using wooden spoons, fabric and paint	2D: Create sticky note clipboards 3D: Create a 3D article using recycled material e.g. make and decorate a telephone using cardboard boxes
	<b>Week 8-9</b>	2D: Make a facial mask that shows different senses with cut-out card boxes 2D: Create a five senses hat using carton and handprints	2D: Trace and paint templates of farm animals 2D: Make a collage of farm animals and use the products to decorate the picture e.g. egg shells for the hen or wool for the sheep 2D: Paint a picture of a farm animal e.g. a picture of a hen using a paper plate and a hand print	2D: Create gift wrap using vegetable print and paint 3D: Create 3D fridge magnets using recycled material e.g. make a fridge magnet of fruit using bottle caps	2D: Create a picture depicting night life e.g. draw people who work at night as well as night animals OR create a picture of night life by using black paper and paste 3D: Create moon rocks using bicarbonate of soda and glitter
	<b>Week 8-9</b>	3D: Create a face mask using recycled materials e.g. make a face mask	3D: Create a 3D farm animal using recycled	2D: Create a picture using collage e/g/ make a picture	2D: Create a picture using recycled materials e.g. make a picture of a night

Grade	Week	Term 1	Term 2	Term 3	Term 4
		depicting different senses using a card board box 3D: Create a two-colour ball using clay	materials e.g. make a farm animal using an empty tin 3D: Create animal tracks on balloons	of a specific fruit using a collage of coloured paper 3D: Create a 3D article using polymer clay e.g. make fruit and vegetables using polymer clay and paint	animal using cup cake liners. 3D: Create a 3D mobile e.g. make a moon and stars mobile
<b>Grade 2: 2<sup>nd</sup> year</b>	<b>Week 1-3</b>	2D: Create a picture of a community helper using a handprint e.g. a fire fighter 2D: Make a picture using collage e/g/ make a collage of a garbage truck and recycled materials	2D: Create a seasonal wheel using recyclable boxes 2D: Create a picture or a card using a fork and paint e.g. paint flowers	2D: Create a picture using a footprint e.g. make a picture of motor vehicles using a footprint and paint 3D: Create a 3D article using recycled material e.g. use boxes, scraps, glue paper, scissors and matches to construct a station and a train	2D: Create a picture of a water animal using oil pastels, crayons or water colour paint 3D: Create a water filter using recycled materials and sand
	<b>Week 1-3</b>	3D: Create a 3D article using recycled material e.g. make a taxi or school bus using an empty milk carton 3D: Create a 3D article using a card board box e.g. make a post box using an empty card board box	3D: Make a Christmas tree using popsicle sticks 3D: Create paper-maché Easter eggs	2D: Create a picture using recycled materials e.g. make a picture of a bicycle using cup cake liners 3D: Create a 3D article using recycled materials e.g. make a piggy bank aeroplane using an empty	2D: Create a picture of a water cycle using different materials 3D: Create a 3D article using recycled materials e.g. make and decorate a water wheel using recycled cardboard boxes

Grade	Week	Term 1	Term 2	Term 3	Term 4
				cold drink bottle and card board	
	<b>Week 4-5</b>	2D: Make a flow chart with topics depicting a healthy living 2D: Create a picture using puffy paint e.g. create a picture of an ice cream cone using puffy paint	2D: Draw and paint pictures of living water animals using a variety of media e.g. finger and brush painting 2D: Create a textured sea animal e.g. create a textures star fish using card board and coloured barley or rice	2D: Create a picture of a traffic sign 3D: Create a 3D article using recycled materials e.g. make traffic signs using card board and paint	2D: Draw and paint a border on paper and trace and decorate a national symbol on the inside of the paper 3D: Create a 3D traditional weapon e.g. a traditional shield
	<b>Week 4-5</b>	3D: Create a 3D article using plastic beads or straws e.g. make a friendship bracelet using plastic straws 3D: Create a hut using recycled materials e.g. an empty tin and card board	3D: Make a 3D water animal e.g. make an octopus with different colours of pipe cleaners 3D: Create a 3D water animal using a clothespin e.g. create an decorate a shark using a clothespin	2D: Create a picture using shapes and clothes pegs e.g. make traffic signs using different shapes and clothes pegs 3D: Create a 3D traffic light e.g. make a traffic light suncatcher	2D: Create a traditional African pattern e.g. a pattern used on a traditional African necklace 3D: Create a 3D article using beads e.g. decorate a pen or a pencil with the colours of the South African Flag using beads
	<b>Week 6-7</b>	2D: Draw pictures about childrens' rights e.g. draw a picture of two hand and paste or paint pictures in	2D: Create a picture of an animal and its shelter e.g. create a picture of a bird and its nest using recycled materials	2D: Create a 3D mobile e.g. cut out pictures of people who help other people, paste the pictures of	2D: Create a picture using sign language symbols e.g. create different sign language word using card

Grade	Week	Term 1	Term 2	Term 3	Term 4
		the hands representing the past and the future 2D: Make coasters using pictures of family members	2D: Paint a picture of an animal shelter on an old newspaper e.g. a bird house and paste it on a background	popsicle/ice cream sticks and make a mobile 3D: Create a 3D article using recycled materials e.g. build a school building using recycled card board boxes	board, a hand print and straws 3D: Create a 3D article using polymer clay e.g. make a computer/TV as a means of visual communication
	<b>Week 6-7</b>	3D: Create a musical instrument using recycled materials e.g. make a wind chime using old tins and recycled materials 3D: Create a musical instrument using recycled materials e.g. make and decorate a guitar using recycled materials	3D: Create an animal and animal shelter using polymer clay 3D: Create a bird house or bird feeder using recycled materials e.g. make and decorate a bird house or bird feeder using an empty cold drink bottle	2D: Create a picture using cut out parts e.g. make a picture of a police officer 3D: Create a 3D article using wooden spoons e.g. make and decorate wooden spoons puppets of people who help other people	2D: Create cards demonstrating the sign language of the picture 3D: Create a 3D article using recycled materials e.g. make and decorate a "telephone" using recycled tins and rope
	<b>Week 8-9</b>	2D: Make a collage on paper showing different senses e.g. make a collage with the five senses including hands with cut out pictures of senses	2D: Draw a picture of a wild animal and decorate it with the tracks of the animal e.g. the track of an antelope 2D: Trace a template of an animal and decorate it e.g. trace a sheep template and	2D: Create a picture using fruit e.g. make a picture of umbrellas using slices fruit 3D: Create a fridge magnet using epoxy or resin e.g. make a fridge magnet of a vegetable using epoxy	2D: Create a picture of night life e.g. a picture of night life with the moon, stars and night animals 3D: Create a 3D night animal using natural materials e.g. an owl

Grade	Week	Term 1	Term 2	Term 3	Term 4
		2D: Create a picture of the five senses using cotton buds	paste the body with cotton wool  2D: Create and decorate a picture of a farm animal using a handprint e.g. paint and decorate a picture of a duck using a hand print and different colours of feathers		
	<b>Week 8-9</b>	3D: Create a 3D bug using recycled materials e.g. make a bug using bottle caps.  3D: Create a colour sorter using recycled materials e.g. empty cool drink bottles	3D: Create and decorate farm animal using recycled materials e.g. empty cold drink bottles  3D: Create and decorate an animal using card board e.g. create and decorate an elephant using card board and folded paper	2D: Create a picture using fingerprint e.g. make a picture of a vegetable using fingerprints and paint  3D: Create a 3D article using polymer clay e.g. make a fruit bowl with fruit using polymer clay and paint	2D: Create a picture using puffy paint e.g. create a picture of the moon using puffy paint  3D: Create a 3D night animal using polymer clay e.g. make an owl using polymer clay

#### 3.1.4. Grade 3

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 3: 1<sup>st</sup> year</b>	<b>Week 1-2</b>	2D: Draw pictures of self showing timeline developmental stages	2D: Create a picture of an insect using finger painting and a brush	2D: Create pictures depicting Public Safety e.g. warning signs  3D: Create a 3D article using clay e.g. make clay	2D: Trace and paint a template of an animal with primary colours and paste them together with their

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
				models of danger or warning signs	products using secondary colours 3D: Create a 3D article using clay e.g. make a clay model of animals and their products
	<b>Week 1-2</b>	3D: Draw pictures and pin them on a string in a sequence	3D: Create a 3D article using polymer clay e.g. make and decorate insects using polymer clay	2D: Create a picture using water colour paint e.g. make a picture of a fire using water colour paint and paint with hands 3D: Create a 3D article using plastic beads e.g. make a necklace for a whistle using plastic beads	2D: Create a picture using seed mosaic e.g. make a pumpkin seed mosaic 3D: Create a 3D article using edible food e.g. make a jelly bean bracelet
	<b>Week 3-4</b>	2D: Trace the outline of the South African map on a A4 chart 2D: Paint the South African flag using splattered paint as method 2D: Make a collage of all the learners in the class using their fingerprints and paint	2D: Paint pictures of the life cycle of an animal e.g. a frog 2D: Create and decorate a picture of the life cycle of an animal e.g. the life cycle of a chicken	2D: Paint a picture depicting pollution 3D: Create a 3D article using play dough e.g. make a model of the earth using play dough	2D: Draw a picture of animals and their products 3D: Create a 3D animal using polymer clay

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 3-4</b>	3D: Create a South African flag broach using small balls made with paper maché  3D: Create a 3D article with recycled material to make a family game e.g. use empty paper towel rolls to make a family bowling game	3D: Create a 3D model of the life cycle of an animal using polymer clay e.g. create clay models of the life cycle of a frog  3D: Create and decorate a model of a life cycle using card board e.g. the life cycle of a pumpkin	2D: Create a poster about pollution using a motivational quote  3D: Create a 3D article using recycled materials e.g. make a model of a bird using recycled materials	2D: Create a picture depicting a rescue vehicle e.g. make a picture of a sea rescue vessel using primary colours  3D: Create a 3D animal using pipe cleaners e.g. a dog
	<b>Week 5-6</b>	2D: Drawing missing parts of a face.  2D: Paint a selfportrait using watercolour and straws  2D: Create different emotions using edible food e.g. froot loops	2D: Create cards using recycled material e.g. bottle caps  2D: Create patterns using printing e.g. make gift wrap using bottle cork printing	2D: Draw pictures on paper or fabric e.g. draw pictures of space and the planets on paper or fabric  3D: Create a 3D model of a planet using recycled materials	2D: Draw different careers: skilled and professional and use colour contrast to differentiate them  3D: Create a 3D musical instrument using recycled materials e.g. make a panflute using straws
	<b>Week 5-6</b>	3D: Create a fridge magnet e.g. create different emotions on fridge magnets using epoxy or resin  3D: Create a 3D article depicting emotions e.g. make an emotion discovery bottle	3D: Create a 3D article using recycled materials e.g. create flowers using recycled plastic cold drink bottles  3D: Create decorations using recycled materials e.g. create and decorate	2D: Create a picture depicting space e.g. make a picture of rockets with cardboard and straws  3D: Create a 3D space rocket using recycled materials e.g. make and decorate a space rocket	2D: Cut out and colour pictures of different careers and paste the pictures on popsicle/ice cream sticks  3D: Create a 3D article depicting the medical profession e.g. make and decorate a nurse hat

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
			ornaments using toilet paper rolls	using empty paper towel rolls	
	<b>Week 7-9</b>	2D: Create a 2D article with edible food e.g. make a stuffed gingerbread boy and girl and decorate it to show the difference  2D: Create cards using hand- and footprints for boys or girls	2D: Draw and paint items needed for a first aid box  2D: Create a picture of an emergency vehicle	2D: Draw a picture of a fruit or vegetable concentrating on the line and shape of the fruit or vegetable  3D: Create a 3D article using paper-maché e.g. make paper-maché round balls to make models of fruit and vegetables	2D: Create a picture of a shopkeeper displaying his/her wares  3D: Create a 3D article using rocks e.g. make an animal using rock painting
	<b>Week 7-9</b>	3D: 3D: Create a 3D article using coloured sand art  3D: Create a game using recycled materials e.g. create a marble game using a card board box, ice cream sticks and marbles  3D: Create a 3D article using recycled materials e.g. create a ninja using a toilet roll OR do weaving using cool drink straws	3D: Create a clay first aid box and decorate it  3D: Create and decorate a nurse cap	2D: Create gift wrap using vegetable printing and paint  3D: Create a 3D article using salt dough and paint e.g. make fruit and vegetables using salt dough and paint	2D: Create a craft article using recycled materials e.g. make a necklace using washers and string  3D: Create a 3D article using beads e.g. make a bracelet using beads and string

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 3: 2<sup>nd</sup> year</b>	<b>Week 1-3</b>	2D: Use popsicle sticks to create the frame of a picture	2D: Draw and paint a picture of an insect	2D: Create pictures depicting dangerous or hazardous warning signs 3D: Create a 3D article using recycled materials e.g. make models of warning signs using cardboard boxes	2D: Create a flow diagram of the process of growing food e.g. draw sketches for a flow diagram of growing maize 3D: Create a 3D article using polymer clay e.g. make a clay model of a farmer working on the field
	<b>Week 1-3</b>	3D: Create timeline or routine boards that can be used everyday but can vary everyday	3D: Create insects using recycled material e.g. egg cartons, pipe cleaners or straws	2D: Create a picture depicting a dangerous situation e.g. make a picture of a fireman trying to control a fire 3D: Create a 3D article using recycled materials e.g. make name tags using safety pins and beads	2D: Create a picture using seeds e.g. create a picture using maize or corn 3D: Create a 3D article using recycled material e.g. make a silo using an empty milk carton and maize
	<b>Week 4-5</b>	2D: Draw pictures about human rights and childrens' rights and responsibilities and paint them 2D: Create a picture of handprints of all the learners in the class	2D: Paint the life cycle of an animal using secondary colours e.g. a bird 2D: Create a picture of the life cycle of an animal using pasta e.g. the life cycle of a butterfly	2D: Create a picture depicting the effect of pollution on human beings and the environment 3D: Create a 3D article using clay and natural	2D: Draw a picture of an animal depicting how the animal can help people e.g. guide dogs or transport 3D: Create a 3D animal using recycled materials e.g. make a horse used for

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
				materials e.g. create nature print ornaments	transport using recycled materials
	<b>Week 4-5</b>	3D: Create a 3D article using the colours of the South African flag e.g. make a heart pendant with beads using the colours of the South African flag 3D: Create a 3D article using natural material e.g. make a sun catcher with falling leaves	3D: Create an decorate a booklet with the life cycle of an animal e.g. the life cycle of a butterfly 3D: Create en decorate life cycle windsocks	2D:Create a picture depicting pollution using recycled materials 3D: Create a 3D article using garbage art	2D: Create a picture of an animal using different materials e.g. make a picture of a horse using felt, wool and popsicle/ice cream sticks 3D: Create a 3D animal using recycled materials e.g. make a camel using toilet paper rolls
	<b>Week 6-7</b>	2D: Create or draw a personal thermometer to show how they feel every day 2D: Create a friendship or caring card	2D: Create cards using recycled material e.g. pop tabs 2D: Create and decorate cards using old newspapers	2D: Copy, draw and paint pictures of planets 3D: Create a 3D mobile of the planets	2D: Create a picture of tools needed to help people e.g. make a picture of a toolbelt with the different tools needed in the toolbelt 3D: Create a 3D musical instrument e.g. make a guitar/banjo using recycled materials
	<b>Week 6-7</b>	3D: Make a paper "fortune teller" showing different emotions	3D: Make and decorate used containers e.g. used containers and empty water bottles	2D: Create a picture of a constellation of stars 3D: Create a 3D article using recycled materials	2D: Cut out pictures depicting different careers and dress a paper doll with the clothes

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
		3D: Create a 3D article using beads e.g. make an empathy bracelet using beads	3D: Make file organisers using recycled material e.g. create and decorate file organisers using empty cereal boxes and gift wrap	e.g. make a space vehicle using a milk carton and foil.	3D: Create a 3D article depicting a specific career e.g. make a police cap and a police badge
	<b>Week 8-9</b>	2D: Paint a picture showing the developmental stages. Decorate the border with handprints 2D: Create cards using hand- or footprints. Differentiate between cards for boys and girls e.g. a pink flamingo for girls and tractors for boys	2D: Create patterns on paper e.g. make germ monsters with paint and straws 2D: Paste body parts and clothes on a body and paint the picture e.g. clothes of a doctor or a nurse	2D: Draw a picture using fruit e.g. draw a vegetable man and a fruit face. Paint with appropriate colours of the items 3D: Create fruit and vegetables using clay and paper-maché	2D: Plan and draw the framework for and advertisement of the items for an entrepreneur/s project 3D: Create 3D craft articles using recycled materials e.g. tins and plastic bags
	<b>Week 8-9</b>	3D: Create different 3D articles depicting gifts for boys and girls e.g. create a catapult using a spoon and ice cream sticks OR make a ice cream stick bracelet 3D: Create different 3D articles for boys and girls depicting their interests e.g. a yarn doll for girls and cars	3D: Create a picture of a community helper e.g. nurse 3D: Create and decorate medicine holders using recycled materials	2D: Create a picture of fruit using oil pastels 3D: Create a 3D article using epoxy e.g. make an epoxy fruit bobby pin	2D: Create a 2D craft article e.g. make bookmarks with ribbon and paper clips 3D: Create a 3D craft article e.g. make pen decorations using pipe cleaners and feathers

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
		using ice cream sticks for boys			

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### 3.1.5. Grade 4

Learners should complete two 2D and two 3D activities during each Term. Performing Arts activities are done during the remaining weeks. This table only reflects the Visual Arts activities.

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 4: 1st year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Make a stress ball and decorate the stress ball with a specific emotion</b>	<b>2D: Use a potato print pattern to create gift wrap</b>	<b>2D: Create paintings or drawings of birds, fish, insects, reptiles etc. use oil pastels in warm colours</b>	<b>2D: Draw or paint pictures of scenes of the natural world</b>
	<b>Week 3</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 4</b>	<b>2D:Paint pictures of self in action</b> <b>2D:Create patterns using geometric shapes</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D article from recycled materials or natural materials e.g. make a kite using recycled or natural materials</b>
	<b>Week 5</b>	Performing Arts activities	<b>2D:Make an article using recycled CD's e.g. coasters</b>	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D:Use polymer clay to make and decorate containers</b>	<b>3D:Make a fridge magnet to use on the fridge with a shopping list</b>	<b>3D: Create jewellery using wire e.g. earrings of a bicycle made out of wire</b>	Performing Arts activities

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 7</b>	Performing Arts activities	<b>3D: Make a beaded jewellery article with the colours of the South African flag e.g. earrings</b>	<b>2D: Create a border on stationary or decorate a card using a fantasy plant or fantasy flower</b>	<b>2D: Create a kitchen art poster with a food theme</b>
	<b>Week 8</b>	<b>2D Make a small poster with a motivational quote that can be hanged in an office</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D craft article using recycled materials e.g. make a craft article to store office utensils or stationary</b>
	<b>Week 9</b>	<b>3D: Use bank notes to create a sculpture e.g. a cubus</b>	Performing Arts activities	<b>3D: Create a 3D article using recycled materials or paper-maché e.g. egg cups, containers or plant holders</b>	Performing Arts activities
<b>Grade 4: 2<sup>nd</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Paint different emotions on stones</b>	<b>2D: Use a potato print pattern to create place mats on fabric</b>	<b>2D: Design an African pattern or print that can be used for clothes</b>	<b>2D: Draw or paint pictures that depicts a composition of more than two people or objects by using oil pastels</b>
	<b>Week 3</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 4</b>	<b>2D: Paint a portrait from a photo</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D article using natural materials e.g. make a dream</b>

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
					<b>catcher using only natural materials</b>
	<b>Week 5</b>	Performing Arts activities	<b>2D: Make a recycled article with a nature theme e.g. use bottle caps and plastic bottles – picture of a flower in a vase</b>	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D: Create polymer clay animals, dragons or pinch pots</b>	<b>3D: Create fridge magnets with names or pictures of foods that can be used to choose different foods needed for a certain meal</b>	<b>3D: Create jewellery using wire e.g. a pendant of a bicycle made out of wire</b>	Performing Arts activities
	<b>Week 7</b>	Performing Arts activities	<b>3D: Make a beaded article with the colours of the South African flag e.g. a South African flag keyring</b>	<b>2D: Design a card or stationary using the craft of printing</b>	<b>2D: Draw or paint a kitchen art poster consisting of kitchen or food utensils</b>
	<b>Week 8</b>	<b>3D: Create a picture on canvass that can be hanged in an office</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D craft article using mason jars or flower pots e.g. make craft articles to store office utensils using mason jars or flower pots</b>

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
	Week 9	3D: Use bank notes to create an origami sculpture e.g. an origami heart	Performing Arts activities	3D: Craft patterned frames or containers using recycled materials	Performing Arts activities

### 3.1.6. Grade 5

Learners should complete two 2D and two 3D activities during each Term. Performing Arts activities are done during the remaining weeks. This table only reflects the Visual Arts activities.

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 5:</b> <b>1<sup>st</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Create a 3D article using earthenware clay e.g. friendship necklace or bracelet</b>	<b>2D: Use one letter of the alphabet to decorate e.g. create a door hanger or fun poster</b>	<b>2D: Draw an animal using related colours that are next to or near to each other on the colour wheel</b>	<b>2D: Create a picture with “lush vegetation” as the theme</b>
	<b>Week 3</b>	<b>2D: Design a poster or paint a mural exploring a variety of media and techniques e.g. to advertise a market day</b>	<b>3D: Create a 3D article with the Earth Day theme e.g. make an Earth day suncatcher or a paper-maché light up globe</b>	Performing Arts activities	<b>3D: Create a 3D container using recycled materials</b>
	<b>Week 4</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a craft article of a wild animal using polymer clay</b>	Performing Arts activities
	<b>Week 5</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D: Create any craft article that can be sold at a market day e.g. beaded necklace, bracelet, basket</b>	<b>3D: Create a 3D article with the colours of the South African flag e.g. bead a bottle using the colours of the South African flag</b>	<b>2D: Design an outfit to wear during a job interview</b>	<b>2D: Design clothes, make up or jewellery for a drama production</b>
	<b>Week 7</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 8</b>	<b>2D: Make a small poster that can be used at a workplace e.g. portraying specific rules for a workplace</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D craft article using recycled material e.g. make a pencil case using recycled materials</b>
	<b>Week 9</b>	<b>3D: Create a 3D article that can be used for saving using recycled materials e.g. decorate a tin to make a “piggy bank”</b>	<b>2D: Make a craft article using recycled material e.g. recycled bottle caps</b>	<b>3D: Create a wire work craft article e.g. create letters that can be used for decoration</b>	Performing Arts activities
<b>Grade 5: 2<sup>nd</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Create a 3D article using earthenware clay e.g. make a mask of the human face showing emotions</b>	<b>2D: Make a craft article and decorate it with collage using different letters and mediums</b>	<b>2D: Draw/paint insects or reptiles using contrasting colour to create emphasis in the art work</b>	<b>2D: Draw and colour a picture of a bird using chalk pastels</b>
	<b>Week 3</b>	<b>2D: Design a menu for a coffee shop or restaurant at the market day</b>	<b>3D: Make a 3D article with the Earth day theme e.g. bird feeder using recycled materials</b>	Performing Arts activities	<b>3D: Create a 3D flying sculpture using wire, natural- and recycled materials</b>
	<b>Week 4</b>	Performing Arts activities	Performing Arts activities	3D: Create a craft article of a reptile or an insect using polymer clay	Performing Arts activities
	<b>Week 5</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 6</b>	<b>3D: Decorate or make articles that can be put into a mason jar e.g. different painted sticks</b>	<b>3D: Make a 3D article using the colours of the South African flag e.g. Bead a tin cup</b>	<b>2D: make a collage of different working clothes</b>	<b>2D: Design clothes, make up, jewellery and/or costumes for a dance drama production</b>
	<b>Week 7</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 8</b>	<b>2D: Make a collage of pictures or photos that can decorate the front of a book or a file</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create and decorate a craft article e.g. make and decorate a vintage pencil case</b>
	<b>Week 9</b>	<b>3D: Make a card holder for a bank card or ID card</b>	<b>2D: Make a craft article with recycled newspapers</b>	<b>3D: Create a wire work craft article e.g. décor items that can be used for decoration</b>	Performing Arts activities
<b>Grade 5: 3<sup>rd</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Create a friendship wall with friends</b>	<b>2D: Design or colour a relief mandala</b>	<b>2D: Draw a building in 3D e.g. create a dream building, school or village</b>	<b>2D: Create 2D puppets e.g. hand puppets, finger puppets, stick puppets, paper-maché puppets or marionettes</b>
	<b>Week 3</b>	<b>2D: Design a flyer to invite people to a market day</b>	<b>3D: Create a 3D article using the Earth Day theme e.g. make a terrarium in a bottle</b>	Performing Arts activities	<b>3D: Create a 3D puppet</b>
	<b>Week 4</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a building from recycled materials</b>	Performing Arts activities

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
				e.g. a building, school or village	
	<b>Week 5</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D: Create an decorate cards e.g. cards that can be sold at a market day</b>	<b>Bead a musical instrument using the colours of the South African Flag e.g. a beaded Vuvusela</b>	<b>2D: Design own jewellery that can be worn during a job interview</b>	<b>2D: Design a puppet theatre or a background for a puppet show</b>
	<b>Week 7</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 8</b>	<b>2D: Make a personalised desk pad</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a craft article e.g. make and decorate a notebook or post it holder</b>
	<b>Week 9</b>	<b>3D: Make or decorate a “box bank” or “dream bank” for saving for a specific goal</b>	<b>3D: Make a craft article using recycled glass</b>	<b>3D: Create a wire work jewellery craft article e.g. bracelet</b>	Performing Arts activities

### 3.2. Teaching plans

Each term comprises of ten weeks and three (3) hours 30 minutes to instruct Grade R – 3 learners and one (1) hour 30 minutes to instruct Grade 4 and Grade 5 learners. Creative Arts instructional time is compulsory for learners between the ages of five (5) and fourteen (18) years. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are three years in Grade R , two (2) years in grade 1 to 4 and three (3) years in Grade 5.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Life Skills instructional time.

### 3.3. Grade R : Term 1

The instruction time for Grade R 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 R : Term 1	
<b>Content:</b> <ul style="list-style-type: none"><li>• <b>Follow</b> a teacher-directed warm-up routine.</li><li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li><li>• <b>Build</b> own movement vocabulary using:<ul style="list-style-type: none"><li>○ loco motor movements such as walk, run leap and gallop;</li><li>○ Non-loco motor movements such as reach, bend, rise.</li></ul></li><li>• <b>Take</b> part in warm up exercises.</li><li>• <b>Participate</b> in outside water play</li><li>• <b>Discover</b> tempo through own suitable movements to slow and fast music.</li></ul>	<ul style="list-style-type: none"><li>• <b>Participate</b> in outside play.</li><li>• <b>Participate</b> in hand and finger exercises.</li><li>• <b>Take</b> part in gross motor activities</li><li>• <b>Participate</b> in fine motor skills development.</li><li>• <b>Participate</b> in activities to develop eye- foot coordination.</li><li>• <b>Participate</b> in balance activities.</li><li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li><li>• <b>Participate</b> in crossing of midline exercises.</li></ul>

**Grade R :****Third year Week 1**

- Learners move slow/ fast on the beat of the tambourine.
- Learners walk/run/jump fast or slow.
- When the tambourine stops, learners run and sit under the table.
- Learners do exercises with different fingers with a peg between 2 fingers at a time for example: pretend it is raining – show with fingers

**Week 2**

- Learners move in small steps when music is fast and big steps when music is slow.
- Learners run fast/slow when music is fast/slow.
- Learners push a cart loaded with heavy stuff in different directions.

**Week 3**

- Learners jump with both feet together to the front.
- When whistle blows stop and jump to the back.
- Jump sideways and in the air.
- Learners blow bubbles and try to step on the bubbles.

**Week 4**

- Teacher draws a line on the floor with chalk.
- On beat of music learners walk/run with small/big steps on the line.
- Learners kick a soft ball to a target. Repeat several times.

**Week 5**

- Learners run on the spot.
- Learners walk on a line on beat of the music.
- Learners walk on heels or toes forwards and backwards.
- Learners walk with legs astride.

- Learners push beanbag while walking forwards with alternating feet.

**Week 6**

- The teacher plays a song.
- Learners listen carefully and sense the mood of the song.
- Learners dance and move freely.
- When the music stops and starts again learners change movements.
- Learners kick a balloon to each other and in the air and catch it.

**Week 7**




- Learners space themselves in their own space.
- Teacher gives instructions for example: Swing your arms forwards/backwards/towards and in front of your body. Cross your hands and put them on your knees and walk quickly forwards/backwards/towards this side/to the other side.
- Learners throw beanbags to each other.
- Learners must only use one hand to throw and catch the beanbag.



**Week 8**




- Teacher plays music that is fast/faster/slow/slower.
- The learners move freely without bumping in each other. If a learner bumps, he/she sits out for a few minutes.
- Teacher fills an empty onion bag with magazine papers.
- Teacher hangs the bag in a tree and hit the bag with a plastic racket.




**Week 9**




- Learners move like any animal. Slow then fast.
  - Learners make the sound of the animal.
- Learners walk on toes or heels on footsteps laid on grass.





VISUAL ARTS Grade R : Term 1			
1	<b>Me and my School</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures and explains what a jungle gym is.</li> <li>• Teachers demonstrates how to build a jungle gym with wooden blocks.</li> <li>• Learners build a jungle gym with different wooden blocks.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b>  <ul style="list-style-type: none"> <li>• Teacher shows pictures of school buildings made with plastic shapes.</li> <li>• Teacher demonstrates how to build a school building with plastic shapes.</li> <li>• Learners create a school building with different colours and sizes plastic shapes.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures of school buildings built with card board boxes.</li> <li>• Teacher demonstrates how to build a school with card board boxes.</li> <li>• Learners build a school with card board boxes.</li> </ul> 
2	Me and my school Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises patterns and shapes.</li> <li>• Teacher demonstrates how to make patterns on a paper using the thumb.</li> <li>• Learners make patterns on paper using paint and their thumbs.</li> <li>• Learners use it as a book cover or gift wrap.</li> </ul> 

VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Learners create a school jersey.</li> <li>• Teacher gives learners a cut out drawing of a jersey.</li> <li>• Learners colour it the colour of their school jerseys.</li> <li>• Teacher punches holes around edges of jersey.</li> <li>• Learners thread the wool through the holes.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	 <b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Learners take big square paper.</li> <li>• Learners colour the paper.</li> <li>• Learners use a paper punch to make small circles of different colours.</li> </ul> <ul style="list-style-type: none"> <li>• Learners paste the small circles on the paper.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners trace shapes.</li> <li>• Learners cut out the shapes.</li> <li>• Learners colour the shapes.</li> <li>• Learners use the shapes to create a school.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b>	<b>Grade R : First Year</b>

VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures and examples of nature boxes.</li> <li>• Teacher demonstrates how to make a nature box.</li> <li>• Learners make nature boxes with materials collected at school.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher duplicates first day at school pictures.</li> <li>• Teacher demonstrates how to grow little plants in cups.</li> <li>• Learners use first day at school pictures to grow little plants in cups.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures of displays made by learners.</li> <li>• Teacher demonstrates how learners are going to make the display.</li> </ul> 



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a display for the classroom door.</li> </ul>
3	<b>Me and my body</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <p>Teacher provides ingredients to make face biscuits.</p> <p>Teacher demonstrates how to make face biscuits.</p> <p>Learners make face biscuits</p> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	 <p>bread faces.</p> <ul style="list-style-type: none"> <li>• Learners make ginger bread faces.</li> </ul>  <p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher provides ingredients to make ginger bread faces.</li> <li>• Teacher demonstrates how to make ginger bread faces.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher provides the ingredients to make a face or body with edible food.</li> </ul>




VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a face or body with edible food.</li> <li>• Learners make a face or body with edible food.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher cuts big papers or newspaper sheets to fit learners' body.</li> <li>• Learners paint a painting of themselves with a sponge on big paper/newspaper sheets.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b>  <ul style="list-style-type: none"> <li>• Teacher hands out big pieces of paper.</li> <li>• Teacher hands out paint.</li> </ul>  <ul style="list-style-type: none"> <li>• Learners create a pattern with their thumb prints on a big piece of paper.</li> </ul>



VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Learners mix food colouring by themselves.</li> <li>• Teacher lights a candle and assists learners to put end of crayon in flame to melt.</li> <li>• Learners draw a picture of themselves with melted crayon.</li> <li>• Learners paint creation with food colouring.</li> <li>• Learners will notice the water does not stick on the crayon creation</li> </ul> 
4	<b>Me and my body</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises body parts.</li> <li>• Teacher demonstrates how to make lollipop faces.</li> <li>• Learners make lollipop faces.</li> </ul> 




# **VISUAL ARTS**


## **Grade R : Term 1**




		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises body parts.</li> <li>• Teacher demonstrates how to make a body with toilet rolls and paper plates.</li> <li>• Learners make a body with toilet rolls and paper plates</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a first aid kit.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the concept of first aid.</li> <li>• Teacher shows pictures or model of a first aid kit.</li> <li>• Teacher demonstrates how to make a first aid kit using a shoe box.</li> <li>• Learners take a shoe box and paint it.</li> <li>• While it dry, trace a red cross. Paint it red and paste on box. Use as a first aid kit.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : First Year</b>



VISUAL ARTS Grade R : Term 1			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates drawing and painting on sandpaper.</li> <li>• Teacher hands out sandpaper and paint/crayons.</li> <li>• Learners will draw a picture of themselves or a pattern on sandpaper.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises body parts.</li> <li>• Learners build a face with cut out pieces.</li> <li>• Learners paste the pieces and colour it.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher hands out paint and big papers.</li> <li>• Learners create a picture of themselves using their own painted hands and feet.</li> </ul> 




VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learner draw their own bodies.</li> <li>• Learners paste a photo of their face on the picture.</li> </ul>
5	<b>Me and my emotions</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to draw emotions on paper plates.</li> <li>• Learners draw emotions on paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make a friendship bracelet.</li> <li>• Learners make a friendship bracelet.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> </ul>




VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a face using stones.</li> <li>• Learners paint eyes, ears, noses and mouths on stones.</li> <li>• Learners create a face using stones</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher provides the outline of a face.</li> <li>• Learners draw eyes, eyebrows, nose and mouth.</li> <li>• Learners colour the picture.</li> <li>• Teacher demonstrates different materials that can also be used to create the face.</li> <li>• Learners create hair with wool.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> 



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises emotions: happy and sad.</li> <li>• Teacher gives each learner 2 paper plates.</li> <li>• Learners must create a happy face and a sad face.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Learners create a self-portrait using natural material e.g. leaves, sticks, stones etc.</li> <li>• Learners use a paper plate.</li> <li>• Learners create a certain expression ( sad, happy, etc.)</li> <li>• Learners must identify the emotion.</li> </ul> 
6	<b>Me and my emotions</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher hands out printed emotions and toilet rolls.</li> </ul>



VISUAL ARTS Grade R : Term 1		
		 <ul style="list-style-type: none"> <li>Learners paste pictures of emotions on toilet rolls</li> </ul>
	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises emotions.</li> <li>Teacher demonstrates how to draw emotions on balloons filled with play dough.</li> <li>Learners draw emotions on balloons</li> </ul> 
	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>Teacher revises emotions.</li> <li>Teacher demonstrates how to make a self portrait using play dough.</li> </ul> 





VISUAL ARTS Grade R : Term 1			
			<ul style="list-style-type: none"> <li>Learners make a self portrait using play dough.</li> </ul>
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>Learners build a simple puzzle 2-4 pieces. With or without knobs.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>Learners built a simple flat puzzle, 4-6 pieces</li> </ul> 


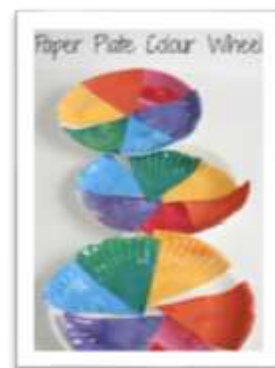
VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> Learners build a simple flat puzzle 8-10 pieces. Without knobs. <div>   </div>
7	<b>My first (primary) colours: yellow, blue and red</b> Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners make clay balls using two different primary colours.</li> </ul> <div>  </div>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners paint pasta with primary colours.</li> </ul>



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture with pasta.</li> <li>• Learners make a picture with pasta painted with primary colours.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make paper lanterns with two different primary colours.</li> <li>• Learners make paper lanterns with two different primary colours.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners do uncontrolled scribble exercises with a thick blue/yellow/red wax crayon.</li> </ul> 




VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create a picture with blue/yellow/red starch finger paint.</li> <li>• Learners must only use the finger paint to create patterns.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Learners spread blue/red/yellow finger paint over entire page and sprinkle sand over the paper.</li> <li>• Learners shake off the excess sand.</li> <li>• Learners draw a picture on the paper.</li> </ul> 
		<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : First Year</b>
8	My first (primary) colours: yellow, blue and red		


VISUAL ARTS Grade R : Term 1			
	Create in 3D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners put their hands in paint and press it on white paper. They can create a few of their own handprints or work in groups.</li> <li>• When the prints are dry learners cut it out and paste the handprints in circles. They must identify the red/yellow/blue handprints.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners paint egg cartons with primary colours.</li> <li>• Teacher demonstrates how to make a train using egg cartons.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make dolls using wool with primary colours and washing pegs.</li> </ul>

VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make dolls using wool with primary colours and washing pegs.</li> </ul>  <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make paper maché pots.</li> <li>• Learners make paper maché pots painted with primary colours.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary</li> </ul>  <p>colours.</p> <ul style="list-style-type: none"> <li>• Learners use stencils to make pictures with primary colours.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners use paper cups to make circles and paint it with primary colours.</li> </ul> 

VISUAL ARTS Grade R : Term 1			
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners put their hands in paint.</li> <li>• Learners press on paper and create a worm.</li> <li>• Learners must identify blue/yellow/red</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners put their hands in paint and press it on white paper.</li> <li>• Learners use buttons etc to create monsters.</li> </ul> 
		<ul style="list-style-type: none"> <li>• <b>Grade R : Third Year</b></li> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make a paper plate colour wheel.</li> <li>• Learners make a paper plate colour wheel.</li> </ul> 
9		<b>Grade R : First Year</b>	<b>Grade R : First Year</b>

VISUAL ARTS Grade R : Term 1			
	<b>My first (primary) colours: yellow, blue and red</b>  Create in 3D	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher provides ingredients to paint sugar cookies with</li> </ul>  <p>primary colour icing.</p> <ul style="list-style-type: none"> <li>• Learners paint sugar cookies with primary colour icing.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher provides ingredients to decorate cup cakes with primary colour icing.</li> <li>• Learners decorate cup cakes with primary colour icing.</li> </ul> 

VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher provides ingredients to make rainbow sugar cookies.</li> <li>• Learners make rainbow sugar cookies.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create a picture with balloons and red/yellow/blue paint.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create patterns with the wheels of trucks and red/yellow/blue paint.</li> </ul> 

VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create a pattern with a rolling pin and red/yellow/blue paint.</li> </ul> 
<b>Assessment</b> The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			

### 3.4. Grade R : Term 2

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade R : Term 2	
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Take</b> part in warm up exercises.</li> <li>• <b>Participate</b> in outside play with water, mud and containers.</li> <li>• <b>Participate</b> in spatial orientation exercises</li> <li>• <b>Participate</b> in exercises to improve laterality.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take</b> part in gross motor activities</li> <li>• <b>Participate</b> in fine motor skills development.</li> <li>• <b>Participate</b> in activities to develop eye- foot coordination.</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li> <li>• <b>Participate</b> in midline crossing exercises.</li> <li>• <b>Participate</b> in balance exercises</li> <li>• <b>Participate</b> in exercises to improve static balance.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness..</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> <li>• <b>Participate</b> in loco motor activity exercises.</li> </ul>
Grade R : First Year	Activities, techniques, notes, etc.

**PERFORMING ARTS****Grade R : Term 2****Week 1**

- Learners blow bubbles and learners try to catch the Bubbles.
- Learners screw correct lid sizes on different containers

**Week 2**

- Learners jog on the spot: wiggle their noses , move their tongues, roll their eyes, click their fingers
- Learners walk on a line/ step onto footprints.

**Week 3**

- Learners jog on the spot and clap their hands. Learners run and clap their hands above their heads.
- Learners mix water and sand to make mud cakes.

**Week 4**

- Learners move freely on the rhythm of the music.
- Learners throw a bean bag to each other.

**Week 5**

- Learners jog on the spot and lift their knees up high.
- Learners jog and clap their hands.
- Learners play “piano” on floor. First with one hand then with other hand, then with hands crossed

**Week 6**

- Learners jog on the spot while kicking their legs to the front. Learners clap hands while kicking. Learners make big circles with their arms while jogging.

Learners walk on a low wooden beam backwards and forwards.

**Week 7**

- Teacher plays lively music. Learners fly like butterflies without touching each other. When the music stops, they also stop. When music starts, they fly again like butterflies.
- Learners jump over a bean bag with two legs and then with one leg. Teacher places 5 bean bags 30 cm apart in a row. Learners hop on one leg between the bags, then on the other leg.

**Week 8**

- Learners jog on the spot.
- Learners click with their tongues.
- Learners jump up and down and touch the ground.
- Learners screw nuts into bolts using different sizes

**Week 9**

- Learners run in a circle. When the music stops, learners change direction. Learners clap their hands and move their arms while running.
- Learners walk with one foot inside and the other foot outside the hoop. Swop feet.

**Grade R : Second Year**

**PERFORMING ARTS****Grade R : Term 2****Week 1**

- Learners hold newspaper rolled in a cylinder in front of them. Teacher plays marching music. Learners imitate rhythm with newspaper rolls. Repeat few times.
- Learners toss the ball gently low/high and catch the ball. Throw the ball a little higher, catch it. Roll balls to each other.

**Week 2**

- Learners clap their hands on the rhythm of music. Teacher hands out shakers. Learners shake shakers on rhythm of music. Learners rise and walk in a circle while they shake the shakers.
- Learners gently toss a ball from one hand to another hand while the music is playing

**Week 3**

- Learner climb on the jungle gym and wriggle through the bars of the jungle gym by using various body parts until the whistle blows, then they return
- Learners stand in pairs. Learners face each other. Learners take hands and lift their heels slowly from the ground and lower them again. Repeat a few times.

**Week 4**

- Teacher plays marching music. Learners march slow/fast with straight legs on the rhythm of the music. Learners march forward/backwards.
- Learners dribble a ball forwards/backwards/sideways with feet/hands without colliding into each other.

**Week 5**

- Learners run around hoops laid on ground. Learners change direction when the whistle blows.
- Learners pick up yellow/red sequences from a box with a tweezer.

**Week 6**

- Learners walk in a circle. When the whistle blows they walk and clap on their heads/then on chests/then on buttocks while singing a song.
- Learners walk toe/heel/toe/heel. When the whistle blows they walk heel/toe/heel/toe.

**Week 7**

- Learners jog on the spot. Learners kick legs to the front/ back.
- Learners march 6 steps to the front and 10 steps to the back.
- Learners play outside with water and mud using containers. Learners use shapes as moulds.

**Week 8**

**PERFORMING ARTS**  
**Grade R : Term 2**

- Learners use various everyday objects like empty toilet rolls, pencils, coffee tins, glass jars, elastic spanned across boxes, teaspoons, wine glasses half and full of water.
- Learners experiment with the objects for example by tapping a spoon against a glass of water. Learners take turns.
- Learners walk on a rope with a bean bag on their head.
- Learners move forwards and backwards and make a sound like a train when moving.
- Learners walk with one eye shut and then shut the other eye.

**Week 9**

- Learners jog on the spot.
- Learners walk slowly and quietly then freeze.
- Learners stand on one foot, hop on one foot, jump on one foot. Swop feet.

**Grade R : Third Year**

**PERFORMING ARTS****Grade R : Term 2****Week 1**

- Learners run/skip/hop around cones. Learners may not touch the cones. They run around the cones and back.

Learners roll like acorns that have fallen from the tree. They roll this way and then that way. (Lateral rolls) To make it more difficult: The acorns roll twice this way and three times that way.

**Week 2****Week 6**

- Learners sit down, breathe out slowly like an autumn wind. Learner make a sound to imitate the wind blowing. Learners stand up and move their arms like a strong wind blowing.
- Learners cut with scissors on straight and curved lines. Repeat a few times.

**Week 7**

- Learners skip freely in class. When the music stops, learners return to the teacher.
- Learners hold hoops high/in the middle/low. Learners climb through the loops. Learners stand in front of/behind the loop.

**Week 8**

- Learners move their tongues to and fro around their mouths and then inside their mouth. Learners stick out their tongues and move it up and down.
- Learners listen to a tambourine. Learners march and swing arms high and across their bodies. When the tambourine stops they freeze. Repeat a few times.
- Learners swing their arms like a windmill, first forward then backwards. Learners hold their arms above their heads, swing one arm forward and the other backwards.

**Week 9**

- Learners crawl through the jungle gym.
- Learners roll from left to right and then from right to left.

## PERFORMING ARTS

### Grade R : Term 2

- Teacher gives an instruction: learners are looking for something. Learners look high/low, quickly/slowly and then run back..
- Learners sleep like baby on their tummies with bottoms in the air, walk slowly like their grandma and grandpa or skip like their sister.
- Teacher twists a rope on the ground. Learners must jump from one side to another without touching it.

#### Week 3

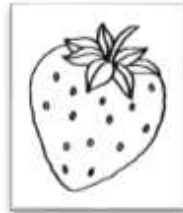
- Learners walk/ run with their toes turned inside /outside. Learners walk/run on their toes with hands stretched above their heads.
- Learners take a dust cloth in their hands. Learners follow instructions: dust in front of/next to/behind/above you. Stretch out behind your head.



#### Week 4



- Learners move freely on the rhythm of the music.
- Learners throw rice one by one in a bottle with a small opening.




#### Week 5



- Learners mime daily activities like washing hands, combing hair, tying shoe laces and brushing teeth.
- Learners hop with one leg into the hoop that is lying flat and hop out with the other foot.



VISUAL ARTS Grade R : Term 2			
	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Senses  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Identify</b> different textures.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher gives every learner a picture of a strawberry.</li> <li>• Learners put glue on the picture and spread strawberry jelly over the picture.</li> <li>• Learners can feel and identify different textures e.g. rough, smooth etc.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Identify</b> different odours</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher gives every learner a picture of soap.</li> <li>• Teacher grate a bar of soap.</li> <li>• Learners put glue on the picture and spread the grated soap over the picture.</li> <li>• Learners can smell and identify different odours and flavours e.g. lavender, coffee, lemon, soap, orange etc</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher gives every learner a picture of a cup of tea.</li> <li>• Teacher opens a tea bag for each learner.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Identify</b> different flavours.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners put glue on the picture and spread tea leaves over the picture.</li> <li>• Learners must smell and identify different flavours e.g. cucumber, strawberries, tea, milk, mango etc</li> </ul>
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Make</b> a fruit kebab with two fruits.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher talks about healthy snacks for a lunchbox.</li> <li>• Learners make a fruit kebab with 2 fruits on a stick.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher talks about healthy snacks for a lunchbox.</li> <li>• Learners make a fruit kebab with 3 fruits on a stick.</li> </ul> 




VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Make</b> a fruit kebab with three fruits.</li> </ul>	
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> a fruit kebab with four fruits.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher talks about healthy snacks for a lunchbox.</li> <li>• Learners make a fruit kebab with 4 fruits on a stick.</li> </ul> 
2	<b>VISUAL ARTS Senses</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul> <b>Create</b> free hand drawings/patterns.	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher applies shaving cream on a mirror/ glass</li> <li>• Learners create free hand patterns/ shapes.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b>

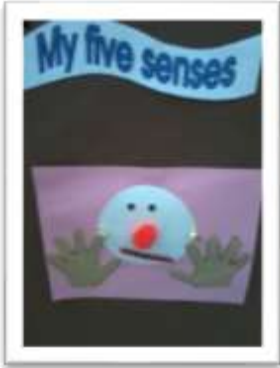

VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> free hand drawings/patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Learners open and empty a packet of instant pudding in a plastic bowl. Learners pour the milk into the bowl. Learners mix it with a whisk.</li> <li>• Learners pour some pudding on a mirror.</li> <li>• Learners create free hand drawings/patterns.</li> </ul>  
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade R : Third Year</b></p>  <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher hands out picture and demonstrates how to make a balloon on top of the picture.</li> <li>• Learners use different colours of paint to create a picture using finger painting.</li> </ul>
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses senses.</li> </ul>



VISUAL ARTS Grade R : Term 2		
	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a spyglass with a paper cup and toilet roll.</li> </ul>	 <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a spyglass with a paper cup and toilet roll.</li> <li>• Learners paint a paper cup and toiletroll.</li> <li>• Learners make a spyglass with the paper cup and the toilet roll.</li> </ul>
	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a sensory ball.</li> </ul>	<b>Grade R : Second Year</b>  <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a sensory ball with a balloon.</li> <li>• Learners make their own sensory ball.</li> </ul>
	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a guitar with a paper board.</li> <li>• Learners make and decorate their own paper board guitar.</li> </ul> 
3	<b>VISUAL ARTS Senses</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a fragrant flower craft.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of smell.</li> <li>• Teacher demonstrates how to make a fragrant flower craft.</li> <li>• Learners colour the petals of the flower and cut it out.</li> <li>• Learners paste cotton wool dipped or sprayed with scent or another flavour in the middle of the flower to create a fragrant flower.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of taste.</li> <li>• Teacher demonstrates how to make a picture of a tongue with different sweets pasted on the tongue.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of a tongue with sweets pasted on the tongue.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own picture of a tong in a mouth with sweets pasted on the tongue.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a texture hand.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises textures.</li> <li>• Teacher demonstrates how to make a texture hand.</li> <li>• Learners trace a hand, colour the hand and paste different textures on the fingers to create a texture hand.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of hearing.</li> <li>• Teacher demonstrates how to make a listening tube with an empty paper roll.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> listening tube.</li> </ul>	 <ul style="list-style-type: none"> <li>• Learners create and decorate their own listening tube.</li> </ul>
	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a shaker.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of hearing.</li> <li>• Teacher demonstrates how to make a shaker using an empty container with small items inside the container.</li> <li>• Learners make and decorate shakers using empty containers with different small items inside the containers</li> </ul>	
	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of hearing.</li> <li>• Teacher demonstrates how to make a rain stick using an empty paper towel roll.</li> </ul>	



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a rainstick.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make and decorate their own rainsticks.</li> </ul>
4	<b>VISUAL ARTS Senses</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture depicting the five senses.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a picture depicting the five senses.</li> <li>• Learners create a picture depicting the five senses.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a pattern with orange halves dipped in paint.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a picture depicting the five senses.</li> <li>• Learners create a picture depicting the five senses</li> </ul> 



VISUAL ARTS Grade R : Term 2			
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a texture man.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a texture man.</li> <li>• Learners create their own texture man using different materials</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a feely glove.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a feely glove.</li> <li>• Learners create their own feely gloves using different materials inside the glove.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make different texture boxes.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> different texture boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate their own texture boxes using different textures for each box.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a sensory book with cardboard and different textures.</li> <li>• Learners create their own sensory books with cardboard and different textures.</li> </ul> 



VISUAL ARTS Grade R : Term 2			
5	<b>VISUAL ARTS</b>  <b>Healthy Eating Habits</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture with apple print on white paper.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher carves a pattern on an apple.</li> <li>• Teacher cut a handle in the apple.</li> <li>• Learners create a picture with apple print on white paper.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture with citrus print on paper.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises five senses.</li> <li>• Teacher cut oranges in halves.</li> <li>• Learners dip the orange halves in paint and create a pattern on white paper.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>

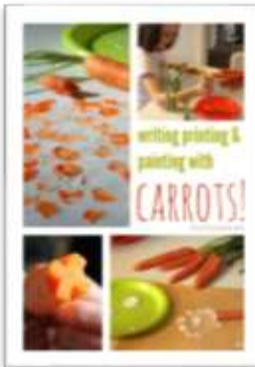
VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of grapes using thumb printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises healthy food.</li> <li>• Teacher demonstrates how to create a picture of grapes using thumb printing.</li> <li>• Learners dip their thumb in purple paint and create a bunch of grapes on white paper.</li> <li>• Learners colour and cut out leaves and paste it on top of grapes.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits.</li> <li>• Teacher demonstrates how to make a fruit tree with toilet rolls and fruit loops.</li> <li>• Learners make their own fruit tree using a toilet roll for the base and pasting fruit loops on the branches</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits.</li> <li>• Teacher demonstrates how to make fruit with toilet paper rolls and pipe cleaners.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> fruit with toilet paper rolls and pipe cleaners.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own fruit using toilet paper rolls and pipe cleaners.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> fruit using toilet paper rolls, tissue paper and pipe cleaners.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits.</li> <li>• Teacher demonstrates how to make fruit with toilet paper rolls, tissue paper and pipe cleaners.</li> <li>• Learners create their own fruit using toilet paper rolls, tissue paper and pipe cleaners.</li> </ul> 
6	<b>VISUAL ARTS</b>  <b>Fruit</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of fruit using handprints.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a strawberry using handprints.</li> <li>• Learners create a picture of strawberries using handprints and paint.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of fruit using a paper plate.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a kiwi fruit using a paper plate.</li> <li>• Learners create a picture of a kiwi using an paper plate and paint.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Third Year</b>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of fruit using collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a picture of a strawberry, using collage.</li> <li>• Learners create a picture of a strawberry using collage.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pineapple using paper cups.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a pineapple using a paper cup.</li> <li>• Learners create a pineapple using a papercup..</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> fruit using empty yoghurt containers and tissue paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make fruit using empty yoghurt containers and tissue paper.</li> <li>• Learners create fruit using empty yoghurt containers and tissue paper</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a necklace using froot loops.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a necklace using froot loops.</li> <li>• Learners create a necklace using froot loops.</li> </ul> 
7	<b>VISUAL ARTS Vegetables</b>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a carrot stencil.</li> </ul>



VISUAL ARTS Grade R : Term 2			
	Create in 2D	<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Use</b> stencils to create, colour and paint vegetable pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a pattern on white paper using a carrot stencil.</li> <li>• Teacher cuts out a pattern on carrots.</li> <li>• Learners dip the carrot in paint and create patterns on white paper.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> stencils to create, colour and paint vegetable pictures.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises vegetables..</li> <li>• Teacher demonstrates how to make a potato stencil.</li> <li>• Teacher cuts a potato in half.</li> <li>• Teacher cuts out a pattern on the potato.</li> <li>• Learners make patterns by dipping the potato stamp into paint and stamp it on a paper to create a pattern.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : Third Year</b></p>




VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> stencils to create, colour and paint vegetable pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a celery and potato stencil.</li> <li>• Teacher cuts the celery in pieces.</li> <li>• Teacher cuts the potato in halves and carves a pattern on one side of the potato.</li> <li>• Learners dip the celery and potato in different colours paint.</li> <li>• Learners stamp it on a paper to create a pattern.</li> </ul> 
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a vegetable using paper plates and clay.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make peas in a pod using a paper plate and clay.</li> <li>• Learners create and decorate peas in a pod using a paper plate and clay.</li> </ul> 
		<p><b>Grade R : Second Year</b></p>	<p><b>Grade R : Second Year</b></p>


VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pumpkin using cardboard and pipe cleaners.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a pumpkin using cardboard and pipe cleaners.</li> <li>• Learners create a pumpkin using cardboard and pipe cleaners.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> vegetables using tissue paper.</li> </ul>	 <p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a radish using tissue paper.</li> <li>• Learners create a radish using tissue paper</li> </ul>



VISUAL ARTS Grade R : Term 2			
8	<b>VISUAL ARTS</b> <b>Mixed (secondary) colours.</b> <b>Orange, green and purple around us.</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities;</li> <li>• <b>Create</b> a colour wheel using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a colour wheel using a paper plate.</li> <li>• Learners create and paint a colour wheel using a paper plate.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of a rainbow..</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours..</li> <li>• Teacher demonstrates how to make a picture of a rainbow using different colours of lint or cardboard and cotton balls.</li> <li>• Learners create a rainbow using different colours of lint or carboard and cotton balls.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>

VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of a bird using feathers and a footprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a bird using a footprint and feathers.</li> <li>• Learners create a picture of a bird using a footprint and feathers.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a suncatcher using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a suncatcher using a paper plate.</li> <li>• Learners create and decorate a suncatcher using a paper plate.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b>

VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a suncatcher using bottle lids and tissue paper;</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a suncatcher using bottle lids and tissue paper.</li> <li>• Learners create a suncatcher using bottle lids and tissue paper</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a suncatcher using recycled CD's.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a suncatcher using recycled CD's..</li> <li>• Learners create a suncatcher using recycled CD's.</li> </ul> 
9	<b>VISUAL ARTS Mixed (secondary) colours.</b>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>

VISUAL ARTS Grade R : Term 2			
	<p><b>Orange, green and purple around us.</b></p> <p>Create in 2D</p>	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of umbrellas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of umbrellas.</li> <li>• Learners create a picture of umbrellas using paint, cotton wool and fingerprint for the rain.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a fish using a paper plate.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of a fish using a paper plate.</li> <li>• Learners create and decorate a picture of a fish using a paper plate.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make and decorate a picture of a letter of the</li> </ul> 

VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a letter of the alphabet.</li> </ul>	<p>alphabet using primary and secondary colours.</p> <ul style="list-style-type: none"> <li>• Learners create and decorate a picture of a letter of the alphabet using primary and secondary colours.</li> <li>• Learners use the first letter of their names.</li> </ul>
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a rainbow using cardboard.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a rainbow using cardboard and cotton wool..</li> <li>• Learners create a rainbow using cardboard and cotton wool.</li> </ul> 

VISUAL ARTS Grade R : Term 2			
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a necklace using macaroni or plastic tubes.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a necklace using macaroni or plastic tubes.</li> <li>• Learners create a necklace using macaroni or plastic tubes.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a paper chain and a pot of gold with different colours.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a paper chain and a pot of gold using different colours.</li> <li>• Learners create a paper chain and a pot of gold using different colours.</li> </ul> 
<b>Assessment</b> The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			

PUBLIC COMMENT

### 3.5. Grade R : Term 3

Performing arts for each week is stated whereafter visual arts follows.

<b>PERFORMING ARTS</b> <b>Grade R : Term 3</b>	
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Take</b> part in warm up exercises.</li> <li>• <b>Participate</b> in outside play with water, mud and containers.</li> <li>• <b>Participate</b> in spatial orientation exercises</li> <li>• <b>Participate</b> in exercises to improve laterality.</li> <li>• <b>Participate</b> in activities to demonstrate and develop motor skills</li> <li>• <b>Move</b> in time to music.</li> <li>• <b>Develop</b> sensory exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take</b> part in gross motor activities</li> <li>• <b>Participate</b> in fine motor skills development.</li> <li>• <b>Participate</b> in activities to develop eye- foot coordination.</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li> <li>• <b>Participate</b> in midline crossing exercises.</li> <li>• <b>Participate</b> in balance exercises</li> <li>• <b>Participate</b> in exercises to improve static balance.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness..</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> <li>• <b>Participate</b> in loco motor activity exercises.</li> <li>• <b>Respond</b> to cognitive stimulation.</li> <li>• <b>Demonstrate</b> physical and motor activities.</li> </ul>
<b>Grade R : First Year</b>	<b>Activities, techniques, notes, etc.</b>

**PERFORMING ARTS****Grade R : Term 3****Week 1**

- Learners run on their toes and when the teacher blows the whistle, they walk on their heels.
- Learners jump forward and backward with feet together.
- Learners sort different shapes and colours macaroni

**Week 2**

- Learners do leopard crawling.
- Learners jump like a frog.
- Learner use tempo fast/faster/slow/slower when they jump like a frog.
- Teacher pours washing powder in a bucket with water and learners play freely with the bubbles

**Week 3**

- Learners bend and run with their bodies as low as they can to the opposite corner.
- Learners walk back while they make themselves as tall as they can.
- Learners fill bottles with sand or water using a teaspoon.
- Learners throw water from one bottle to another.

**Week 4**

- Learners run with their hands on their heads in different directions.
- Learners hop on their left leg and then on their right leg with their hands on their heads.
- Teacher lays a rope in a zig-sag pattern on the ground. Learners walk on the rope.

**Week 5**

- Learners lie on their backs and cycle with their legs.
- Learners pretend they are driving a taxi/bus/ car.
- Learners drive slowly/ fast.
- Learners indicate that they are turning left/right.
- Learners stamp their feet 3 times. Learners clap their hands 5 times. Learners click their fingers 2 times. Learners wink their eyes 4 times.

**Week 6**

- Teacher revises how to do body percussion.
- Learners do body percussion – learners hit/slam the table like a drum
- Learners fly like a bird while running around.
- Learners practise fastening and loosening of buttons, using Velcro, buttons and zips.

**Week 7**

- Learners identify a yellow ball.
- Learners bounce the ball up and down, using alternating hands
- Learners illustrate stories through simple drawing or acting.

**Week 8**

- Learners hit yellow balloons and try to keep them in the air.
- Learners taste sweet, sour, salty and bitter food

**Week 9**

PERFORMING ARTS Grade R : Term 3	
	<ul style="list-style-type: none"> <li>• Learners jog on the spot.</li> <li>• Learners perform actions like curling, twisting, bending and stretching their bodies.</li> <li>• Learners throw beanbags to each other.</li> </ul>
Grade R : Second Year	Activities, techniques, notes, etc.
<b>Week 1</b> <ul style="list-style-type: none"> <li>• Learners scrunch up newspapers in balls. Teacher slowly beats a drum. The learners throw newspaper balls in the air to the beat of the drum and catch it. Learners throw the balls faster when the drum plays faster.</li> <li>• Learners use blankets and lie on/under their blankets.</li> <li>• Learners put the blanket around/under them.</li> <li>• Learners pull their blankets over their heads.</li> <li>• Learners put down their blankets.</li> <li>• Learners stand behind/front to the side/left/right side of their blankets.</li> </ul> <b>Week 2</b>	<b>Week 5</b> <ul style="list-style-type: none"> <li>• Learners run around and fly like aeroplanes with their arms stretched out.</li> <li>• Learners pretend they are cars that drive and stop when the whistle blows.</li> <li>• Learners demonstrate physical and motor activities for example:.. run in all directions like frightened chickens, gallop like a horse, roll in the mud like a pig, or walk in a row like ducks.</li> </ul> <b>Week 6</b> <ul style="list-style-type: none"> <li>• Teacher plays music with short quick notes as well as long notes. Learners give short quick steps on the short notes and long steps on the long notes.</li> <li>• Learners hit a light sponge ball in the air to each other. Learners kick the ball to each other.</li> </ul> <b>Week 7</b>



PERFORMING ARTS Grade R : Term 3	
<ul style="list-style-type: none"> <li>Teacher places cones in a large outside area. The learners move freely among the cones in time while the teacher plays on the tambourine and freeze when the tambourine stops. Repeat a few times.</li> <li>Learners participate in special awareness exercises. Teacher lays a rope using a zig-zag pattern on the floor. Learners walk to and fro on rope.</li> <li>Learners repeat the exercise with bean bags on their heads.</li> <li>Learners repeat above exercises on a curved line</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Learners imitate the teacher by saying various names of learners rhythmically and clapping hands.</li> <li>Learners hop with one leg to a target and back. Repeat with the other leg.</li> <li>Learners participate in fine motor skills activities e.g. trace shapes.</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Learners gallop like a horse, jump like a frog etc.</li> <li>Learners throw a small pillow in the air, catch it against their bodies.</li> <li>Learners try to kick and catch the pillow.</li> </ul>	<ul style="list-style-type: none"> <li>Learners run to the jungle gym, climb up the ladder, come back and jog on the spot. Repeat few times.</li> <li>Learners lie on their backs with their arms on their sides and feet together.</li> <li>Learners move their arms to their shoulders and back 10 times. Learners move their legs in and out 8 times. Learners move their arms and legs 7 times</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>Learners lie down and bask in sun like Laquan's Learners wake up slowly and begin to stretch their legs .After stretches they move and lie flat on the ground.</li> <li>Learners use different sizes of balls. Learners roll balls towards objects. Learners move objects different distances from learners. Learners sit on a chair. Learners roll the ball with their right/left foot on one spot.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>Learners walk or run in different directions. When the whistle blows, learners stop and jump up and down. Repeat the exercise a few times.</li> <li>Learners stand in pairs facing each other. Learners bounce and throw balls to each other.</li> </ul>
<b>Grade R : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1</b>	<b>Week 6</b>

<ul style="list-style-type: none"> <li>• Learners run in circles while clapping hands until whistle blows. Learners change direction.</li> <li>• Learners walk with legs astride over the rope and stamp their feet left/right as they walk</li> <li>• Learners lift up their left/right shoulder.</li> <li>• Learners pull up their left/right knee to their chests.</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Learners run with their hands on their heads/hips/ shoulders.</li> <li>• Learners clap on the rhythm of the music.</li> <li>• Learners stamp their feet on the rhythm of the music.</li> <li>• Teacher places boxes with the open ends facing the learners. Learners dribble the ball to the box and try to kick the ball in the box. Repeat few times.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Learners crawl forward/backwards to a target and back.</li> <li>• Learners swing their left arm while holding a bean bag in the right arm. Learner change arms.</li> <li>• Learners sit on a chair, bend/reach/move their arms in a circle.</li> <li>• Learners clap with their hands above their heads/in front of their heads.</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>• Learners help to blow up balloons.</li> <li>• Learners play balloon games e.g. try to hit two balloons at once.</li> <li>• Learners place a bean bag on one foot and lift the leg for ten counts. Learners balance the bean bag on the other foot. Learners repeat the exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners stand in pairs. Learners must try to catch each other. Take turns.</li> <li>• Learners bend down and grip their ankles. Learners try to walk as fast as possible around a ball without falling forward. Learner walk backwards/forwards.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Learners run on the spot. Learners stop when the tambourine stops and go and stand by a beanbag. Learners dribble the beanbag with one foot while the tambourine plays. Learners do the same with the other foot.</li> <li>• Teacher plays slow/fast music .Learners fly like birds according to the tempo.</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>• Learners walk in different directions. When the whistle blows they walk faster. When whistle blows again they run.</li> <li>• Learners stand in two long rows with their legs apart. The learner at the front crawls through between everybody`s legs and stand at the back of the row. Continue till everybody had 2 turns.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>• Teacher plays high and low music. When the music is low the learners swing their buttocks. When the music is high they clap their hands. Learners use different actions and repeat the exercise a few times.</li> <li>• Teacher spans a rope approximately 1 metre above the ground. The learners stand in pairs on either side of the rope. They throw</li> </ul>
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**PERFORMING ARTS****Grade R : Term 3****Week 5**

- Teacher places soft balls in a large play area. Learners skip, jump, dance gallop through the balls without touching a ball. When the tambourine stops each learner stands by a ball.
- Teacher places a rope in a straight line on ground. Learners move slow/fast on the line. Teacher gives instructions for example: walk in front of/behind/on the line. Walk away from/closer to the rope. Walk backwards/forwards on rope.

the beanbag across the rope to each other. Then they throw the beanbag under the rope and try to catch it.

VISUAL ARTS GRADE R Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b> <b>Me and my family</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family tree.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a family tree with photos or pictures of a family.</li> <li>• Learner create a family tree with photos of their families or pictures of a family.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a photo frame.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a photo frame using popsicle/ice cream sticks.</li> <li>• Learner create a photo frame using popsicle/ice cream sticks and put a photo of their family in/on the frame.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b>

# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> members of their family using empty toilet rolls.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a family using toilet rolls and pipe cleaners.</li> <li>• Learner create a family using toilet rolls an pipe cleaners.</li> </ul> 
	Create in 2D	<ul style="list-style-type: none"> <li>• <b>Grade R : First Year</b> <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family picture.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a picture with all the family members.</li> <li>• Learner create a picture with all the family members in the picture.</li> <li>• Learners bring photos of their family members or cut out pictures in a magazine.</li> <li>• Learners paste the pictures or photos on the template and colour the pictures.</li> </ul> 
		<b>Grade R : Second Year</b>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> </ul>

## VISUAL ARTS GRADE R Term 3

	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with family members in the house, using shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a house and family members using different shapes for the house and each family member.</li> </ul>
	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family tree using handprints.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a family tree using different colours handprints.</li> <li>• Learner create a family tree with different colours handprints</li> </ul>





# VISUAL ARTS GRADE R Term 3



2	<b>VISUAL ARTS</b> <b>Me and my family</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a birthday hat.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a birthday hat</li> <li>• Learner create a birthday hat and decorate the hat.</li> <li>• Learners colour or paint a big circle given by the teacher.</li> <li>• Learners decorate the birthday hat.</li> <li>• Teacher cuts up to the middle of the circle.</li> <li>• Learners turn the circle and paste it to form a hat.</li> <li>• Learners put some strips of golden/ silver paper or a pom-pom with glue at the top.</li> <li>• Learners put dots of glue all over the hat and put glitter on it.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a mirror frame using a recycled CD.</li> <li>• Learner create a mirror frame using a recycled CD.</li> </ul>



# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Create and decorate</b> a hand made mirror frame using a recycled CD.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners paste an old CD on a cut out mirror from cardboard. The learners decorate the frame of the mirror with beads, buttons, macaroni etc</li> <li>• Learners paste a picture of themselves on.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> family picture blocks using decoupage.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make family picture blocks using decoupage.</li> <li>• Learner create a family picture block using decoupage.</li> </ul>	
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p>	

# VISUAL ARTS GRADE R Term 3



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a big wall painting. Learners draw or paint their family on big sheet of paper pinned against the wall.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a wall painting with family members painted on the picture.</li> <li>• Learner create a wall painting with family members on the picture.</li> <li>• Teacher pins a big sheet of paper on the wall. The learner must draw/paint their family with broad paint brushes or thick wax crayons.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with family members.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a picture of a house with family members in the house using collage.</li> <li>• Learner create a picture of a house with family members in the house using collage.</li> </ul> 
		<p><b>Grade R : Third Year</b></p>	<p><b>Grade R : Third Year</b></p>

# **VISUAL ARTS GRADE R Term 3**



		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> houses and family members with corresponding colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to create a picture of a house and family members with corresponding colours.</li> <li>• Learner create a picture of a house and family members with corresponding colours.</li> </ul>
3	<b>VISUAL ARTS</b> <b>Me and my home</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a hut with recycled materials.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a hut using recycled materials.</li> <li>• Learner create a hut with recycled materials.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a house using popsicle/ ice cream sticks and fabric.</li> </ul>





# **VISUAL ARTS GRADE R Term 3**

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house using popsicle/ ice cream sticks and fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner create a house using popsicle/ice cream sticks and fabric.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper bag house.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a paper bag house.</li> <li>• Learner create and decorate a paper bag house.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> </ul>



# **VISUAL ARTS GRADE R Term 3**

	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a house using shapes.</li> <li>• Learner create a picture of a house using shapes.</li> </ul>	
	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a bookmark with a picture of a house.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a bookmark with a picture of a house on the bookmark.</li> <li>• Learner create a bookmark using a picture of a house on the bookmark.</li> </ul>	
	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a picture of a house with different rooms in the house.</li> <li>• Learner create a picture of a house with different rooms in the house.</li> </ul>	



# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with different rooms showing the furniture.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners receive a cut out house, with the house part divided in four. The learners cut out pictures of different furniture of different rooms and paste it in appropriate room. Furniture must not be mixed.</li> </ul>	
4	<b>VISUAL ARTS</b> <b>Me and my home</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> stacking house blocks.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make stacking house blocks.</li> <li>• Learner create a stacking house using blocks.</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b>	



# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house using recycled cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a house using recycled cardboard boxes.</li> <li>• Learner create a house using recycled cardboard boxes.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house using a recycled milk carton.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a house using a recycled milk carton.</li> <li>• Learner create a house using a recycled milk carton.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a picture of a house using different shapes.</li> </ul>



# **VISUAL ARTS GRADE R Term 3**

	<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a house with different shapes and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner create a picture of a house using different shapes and materials.</li> </ul>	
	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a house looking like a big crayon.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a picture of a house looking like a big crayon.</li> <li>• Learner create a picture of a house looking like a big crayon.</li> </ul>	
	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : Third Year</b></p>	



## VISUAL ARTS GRADE R Term 3

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a hut using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a picture of a hut using different materials.</li> <li>• Learner create a picture of a hut using different materials.</li> </ul> 
5	<p><b>VISUAL ARTS</b></p> <p><b>Transport</b></p> <p>Create in 3D</p>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a car using a recycled cardboard box.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to create a car using a recycled cardboard box.</li> <li>• Learner create a car using a recycled cardboard box.</li> <li>• Learners paint and decorate the car.</li> </ul> 



# VISUAL ARTS GRADE R Term 3

		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a train using toilet rolls.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to create a train using toilet rolls.</li> <li>• Learner create a train using toilet rolls.</li> <li>• Learners paint and decorate the train.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a school bus using an empty milk carton.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a school bus using an empty milk carton.</li> <li>• Learner create a school bus using an empty milk carton.</li> <li>• Learners paint and decorate the school bus.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> </ul>



# VISUAL ARTS GRADE R Term 3

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a school bus using different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a school bus using different shapes.</li> <li>• Learner create a picture of a school bus using different shapes.</li> </ul>	
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a train using different shapes.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport,</li> <li>• Teacher demonstrates how to make a picture of a train using different shapes.</li> <li>• Learner create a picture of a train using different shapes.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> </ul>	




# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a train using a footprint and paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a train using a footprint and paint.</li> <li>• Learner create a picture of a train using a footprint and paint.</li> </ul>	
6	<b>VISUAL ARTS</b> <b>Transport</b> Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a steam boat.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to create a steam boat.</li> <li>• Learner create a steam boat using empty boxes and paper tubes.</li> <li>• Learners colour or paint little empty boxes and tubes made from paper. Paste the tubes in the box to create a steamboat. Learners use cotton wool to create steam</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a car using recycled cardboard boxes.</li> <li>• Learner create a car using a card board box.</li> </ul>	



# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a card board box car.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher divides the learners in groups.</li> <li>• Learners take a big box and paint it. Learners use paper plates for wheels. Learners decorate and paint paper plates and paste it on box.</li> <li>• Learners take turns to push each other around in the box. Learners use a decorated paper plate as a steering wheel.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a space shuttle.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a space shuttle.</li> <li>• Learner create a space shuttle.</li> <li>• Learners colour or decorate cut out wings and a toilet roll.</li> <li>• Learners paste a toilet roll on the wings to create a space shuttle. A pilot can be created from clay.</li> </ul>	
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : First Year</b></p>	



# **VISUAL ARTS GRADE R Term 3**

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a truck.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a truck.</li> <li>• Learner create a picture of a truck.</li> </ul>	
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a hot air balloon.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a hot air balloon.</li> <li>• Learner create a picture of a hot air balloon using a cup cake liner.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of hot air balloons using buttons.</li> <li>• Learner create a picture of hot air balloons using buttons.</li> </ul>	




# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of hot air balloons using buttons.</li> </ul>	
7	<b>VISUAL ARTS</b>  <b>Transport</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a car using a toilet roll.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a car using an empty toilet roll.</li> <li>• Learner create and decorate a car using an empty toilet roll.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an aeroplane using popsicle/ice cream sticks..</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make an aeroplane using popsicle/ice cream sticks.</li> <li>• Learner create an aeroplane using popsicle/isce cream sticks.</li> </ul> 



# **VISUAL ARTS GRADE R Term 3**

		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a boat using popsicle/ice cream sticks.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a boat using popsicle/ice cream sticks.</li> <li>• Learner create and decorate a boat using popsicle/ice cream sticks.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a police car using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a police car using a paper plate.</li> <li>• Learner create a picture of a police car using a paper plate.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> </ul>



# **VISUAL ARTS GRADE R Term 3**

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a police car using a handprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a police car using a handprint.</li> <li>• Learner create a picture of a police car using a handprint</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a boat.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a boat.</li> <li>• Learner create a picture of a boat.</li> </ul>	
8	<p><b>VISUAL ARTS</b></p> <p><b>Look, colour has no shape or size</b></p>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make an apple using a toilet roll.</li> </ul>	



# **VISUAL ARTS GRADE R Term 3**

	Create in 3D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a toilet paper roll apple.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner create a toilet roll apple.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a chain necklace.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a chain necklace.</li> <li>• Learner create and decorate a chain necklace.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a chicken using a paper plate.</li> <li>• Learner create a chicken using a paper plate</li> </ul> 

# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Create</b> a chicken using a paper plate.</li> </ul>	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a red hen.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of a red hen.</li> <li>• Learner create a picture of a red hen.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper plate ladybug.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a ladybug using a paper plate.</li> <li>• Learner create a paper plate ladybug.</li> </ul> 
		<b>Grade R : Third Year</b> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>

# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a daffodil using a cup cake liner.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a flower using a cup cake liner.</li> <li>• Learner create a picture of a daffodil using a cup cake liner.</li> </ul>	
9	<b>VISUAL ARTS</b> <b>Look, colour has no shape or size</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a crown using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours</li> <li>• Teacher demonstrates how to make a paper plate crown.</li> <li>• Learner create and decorate a crown using a paper plate</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b>	

## VISUAL ARTS GRADE R Term 3

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Paint** sea shells different rainbow colours.

- Teacher revises primary and secondary colours.
- Teacher demonstrates how to paint sea shells.
- Learner paint sea shells different rainbow colours.



### Grade R : Third Year



- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a wall ornament.

### Grade R : Third Year

- Teacher revises primary and secondary colours.
- Teacher demonstrates how to create a wall ornament using salt dough.
- Learner create an ornament using salt dough.



# VISUAL ARTS GRADE R Term 3

	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a rainbow Christmas tree.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of a rainbow Christmas tree.</li> <li>• Learner create a picture of a rainbow Christmas tree.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a clover flower with rainbow colours using collage.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to create a rainbow clover using collage.</li> <li>• Learner create a rainbow clover using collage.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b>

## VISUAL ARTS GRADE R Term 3

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|--|--|--|
|  | <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes in the sea using paper plates.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of fishes in the sea.</li> <li>• Learner create a picture of fishes using paper plates.</li> </ul> |
|--|--|--|



### Assessment

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

### 3.6. Grade R : Term 4



Performing arts for each week is stated whereafter visual arts follows.



PERFORMING ARTS Grade R : Term 4	
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Take</b> part in warm up exercises.</li> <li>• <b>Participate</b> in outside play with water, mud and containers.</li> <li>• <b>Participate</b> in spatial orientation exercises</li> <li>• <b>Participate</b> in exercises to improve laterality.</li> <li>• <b>Participate</b> in activities to demonstrate and develop motor skills</li> <li>• <b>Move</b> in time to music.</li> <li>• <b>Develop</b> sensory exploration.</li> <li>• <b>Participate</b> in exercises to improve focus.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take</b> part in gross motor activities</li> <li>• <b>Participate</b> in fine motor skills development.</li> <li>• <b>Participate</b> in activities to develop eye- foot coordination.</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li> <li>• <b>Participate</b> in midline crossing exercises.</li> <li>• <b>Participate</b> in balance exercises</li> <li>• <b>Participate</b> in exercises to improve static balance.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness..</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> <li>• <b>Participate</b> in loco motor activity exercises.</li> <li>• <b>Respond</b> to cognitive stimulation.</li> <li>• <b>Demonstrate</b> physical and motor activities.</li> <li>• <b>Participate</b> in activities to develop gross motor skills.</li> </ul>
Grade R : First Year	Activities, techniques, notes, etc.
<b>Week 1</b> <ul style="list-style-type: none"> <li>• Learners pretend they are fishes swimming in the water. Learners stretch and curl their bodies in different directions</li> <li>• Learners crawl through hoops, underneath tables, chairs etc.</li> </ul> <b>Week 2</b>	<b>Week 6</b> <ul style="list-style-type: none"> <li>• Learners do jumping jacks.</li> <li>• Learners follow moving marbles on a cake tin lid with their eyes.</li> </ul> <b>Week 7</b>



PERFORMING ARTS Grade R : Term 4	
<ul style="list-style-type: none"> <li>Learners run like a dog, stalk like a cat.</li> <li>Learners sort beads according to size and colour.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Learners walk with a bean bag on their heads. Learners run with a bean bag on their heads.</li> <li>Learners attach pegs on the sides of an ice-cream holder.</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Learners jog on the spot with a beanbag on their heads .Learners walk/run with a bean bag on their left/right shoulders.</li> <li>Learners copy the teacher`s pattern on a peg board.</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Learners crawl to the front/back.</li> <li>Learners crawl forwards and backwards.</li> <li>Learners run around a circle and clap their hands. Learners jump around in a circle and clap their hands above their heads.</li> </ul>	<ul style="list-style-type: none"> <li>Learners run with their hands on their head/hips. Learners run with their hands on their hips/above head/on their shoulders.</li> <li>Learners must run to and climb onto the jungle gym and slide off the jungle gym with the slide and run back to the teacher.</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>Learners hit red balloons and try to keep the balloons in the air.</li> <li>Learners sort objects with different textures in groups</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>Learners run to a point and jump on both legs back. Learners run again and jump on one leg back. Repeat a few times.</li> <li>Learners crawl through and under tables and chairs.</li> </ul>
Grade R : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>Learners circle both arms like windmills forward and backward. Learners stretch hands open and close. Learners snap with their fingers. Repeat a few times.</li> <li>Teacher lays hoops some distance from each other on the grass. Learners throw beanbags into the hoop, in front of the hoop and behind it.</li> <li>Learners jump inside, outside, in front of, next to, behind the hoop.</li> </ul> <p><b>Week 2</b></p>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>Learners walk with small/big steps slow/fast on the beat of the music. Learners walk on their heels/toes slow/fast on the beat of the music.</li> <li>Teacher draws thick lines around simple pictures. Learners must cut it out.</li> </ul> <p><b>Week 7</b></p>



PERFORMING ARTS Grade R : Term 4	
<ul style="list-style-type: none"> <li>Learners throw target with a ball to plastic bottles.</li> <li>Learners jog on spot. Learners jump with their feet together 3 times forward and 2 times backward.</li> <li>Learners jump with feet together over a rope. Jump in the air with open legs. When landing, feet must be together.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Learners run with a potato in a spoon from one spot to another.</li> <li>Learners taste sour/ sweet/ bitter food</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Learners jog on the spot. Learners lie on back and lift their right leg up and down. Learners lift their left leg up and down. Learners lift their right leg and left arm up and down. Learners lift both legs up and down.</li> <li>Teacher puts a ladder on the ground. Learners walk between ladder steps without touching the steps. Repeat a few times.</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Learners run on their left/right leg from one point to another. Learners run forwards and backwards. Learners jump on both legs together forward and backward.</li> <li>Learner walk/hop/jump/on a line backward and forward/sideways. Learners jump over the line.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher puts 3 hoops in a row on the ground. Learners run zig-sag through the hoops. Learners hop on their left/right leg through the hoops.</li> <li>Learners sort different sizes of objects like marbles, paperclips and beans. Learner drop the objects in a bottle with a small opening</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>Teacher places a big sheet of newspaper in front of each learner. Learner must run fast/slow with big/small steps around newspaper. Learners jump with both feet over the newspaper.</li> <li>Learners sit on chairs. Learners roll different sizes of balls under their feet. Learners stand up and with support roll the ball under their left/right foot. Learners dribble the ball.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>Teacher plays music. Learners must have a certain face expression for example a sad face.. When the music stops the learners must change their expressions. Repeat a few times</li> <li>Teacher lays hoops on grass. Learners must crawl through them. Different colours can be used. Teacher tells them for example to climb through red/ yellow or green hoops.</li> </ul>
<b>Grade R : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1</b>	<b>Week 6</b>




<ul style="list-style-type: none"> <li>• Learners jog on the spot. Learners stand in a crawling position. Learners lift their left/right arm up and down. Learners lift and stretch their left/right leg. Learners lift their right arm and left leg.</li> <li>• Learners execute cross-over swings of their arms and legs and touch their opposite shoulder, buttock, knee and foot. Learners swing arms in circles. Learners cross their legs.</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Teacher lines up boxes in a row so that they form a tunnel. Learners crawl through the boxes. Repeat a few times.</li> <li>• Learners combine dots to form a picture.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Learners do free play in the jungle gym.</li> <li>• Learners blow bubbles. Learners pinch the bubble with a peg to break the bubble</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>• Learners jog on the spot. Learners kneel, Learners move their arms like a windmill, twist their bodies and clap their hands. Learners do movements above their heads.</li> <li>• Learners pull cotton wool in small pieces. Learners store the cotton wool in a container for future activities. Learners tear steel wool in small pieces</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• Teacher fills a tin with a lid with stones. Teacher attaches a rope to the can. Learners run on the playground and pull it around.</li> <li>• Learners bounce a ball up and down. Learners roll/kick a ball to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Learners jog on one spot, slower/faster. Learners run like an ostrich and clap their arms against their sides. Learners run with their hands on their hips/above their head/on their toes.</li> <li>• Learners button and unbutton different sizes of buttons.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Learners kneel and hop and throw a ball to each other. Repeat a few times.</li> <li>• Teacher covers bricks with material. Learners push the bricks from one side to the other side with both hands. Learners push the bricks with their left or right hand from one side to the other side.</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>• Teacher places a big sheet of newspaper in front of each learner. Learners gallop fast/slow around the newspaper. Learners lie on their backs, legs straight, with the newspaper in both hands above the head. Learners move up and touch toes with the newspaper. Repeat the activity a few times</li> <li>• Learners walk forward on a plank laid on the ground, learners walk backward, bend down slowly, touch the plank and rise again.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>• Learners stretch their necks/hands to reach high up in the tree. Learners drink water low from a stream. Repeat a few times. Between exercises learners run on the spot.</li> <li>• Learners jump inside a hoop, stand outside the hoop, jump in and out the hoop.</li> <li>• Learners throw beanbags in the hoop, next to the hoop.</li> </ul>
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VISUAL ARTS Grade R : Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Water  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a jellyfish made from paper plates and ribbon.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a jellyfish using paper plates and ribbon.</li> <li>• Learners create a jellyfish using paperplates and ribbon.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish made from salt dough or polymer clay.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a fish using salt dough or polymer clay.</li> <li>• Learners create and decorate a polymer clay or salt dough fish.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a jellyfish made from tissue paper and ribbon.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a jellyfish using tissue paper and ribbon.</li> <li>• Learners create a jellyfish using tissue paper and ribbon</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of the sea.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of the sea with fishes in the sea.</li> <li>• Learners create a picture of the sea with fishes in the sea.</li> <li>• Learners colour a paper plate blue. Learners paste beans at the bottom. Learners tear green paper in strips and paste it on the picture..Learners colour and cut out fishes and paste it on the picture.</li> </ul> 
		<b>Grade R : Second Year</b>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an octopus using a paper plate.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an octopus using a paper plate.</li> <li>• Learners create an octopus with a paper plate.</li> <li>• Learners colour a paper plate. Learners attach tentacles at the bottom of plate. Learners paste eyes and draw a nose.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of the sea and fishes made from paper plates.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of fishes in the sea.</li> <li>• Learners create a picture of fishes made of paper plates in the sea</li> </ul> 


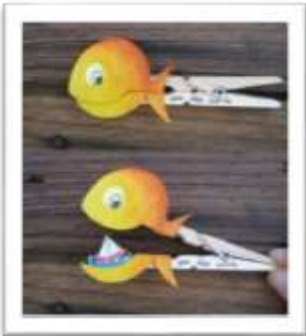
VISUAL ARTS		Grade R : Term 4	
2	<b>VISUAL ARTS</b>  <b>Water</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a boat using an empty juice box.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water vessels.</li> <li>• Teacher demonstrates how to make a boat using an empty juice box.</li> <li>• Learners create a boat using an empty juice box.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a boat using a pool noodle.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water vessels.</li> <li>• Teacher demonstrates how to create a boat using a pool noodle.</li> <li>• Learners create a boat using a pool noodle.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a light house using a paper cup.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises water resources.</li> <li>• Teacher demonstrates how to make a light house using a paper cup.</li> <li>• Learners create a light house using a paper cup.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes in water using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of fishes using paper plates.</li> <li>• Learners create a picture of fishes in the sea using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a fish using recycled CD's.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> fishes made with recycled CD's.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a fish using recycled CD's.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes in water using different shades of the same colour.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of fishes using shades of the same colour.</li> <li>• Learners create a picture of fishes using shades of the same colour.</li> </ul> 
3	<b>VISUAL ARTS</b>  <b>Pets</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog using paper cups.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Create</b> a dog using paper cups.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a dog with paper cups.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> dogs using paper cups.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog using paper cups.</li> <li>• Learners create a dog using paper cups.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> birds using paper plates and ribbon.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a bird using paper plates and ribbon.</li> <li>• Learners create a bird using paper plates and ribbon.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a cat using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a cat with paper plates.</li> <li>• Learners create a cat using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes made from bottle caps.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture with fishes made from bottle caps.</li> <li>• Learners create a picture of fishes made with bottle caps.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a bird and decorate it with feathers.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a bird decorated with feathers.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of a bird and decorate the bird with feathers.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Pets</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish using pegs.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a fish using a peg.</li> <li>• Learners create a fish using a peg.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a stone frog.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a stone frog.</li> <li>• Learners create and decorate a frog using a stone</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> aameleon using pipe cleaners.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a cameleon using pipe cleaners.</li> <li>• Learners create a cameleon using pipe cleaners.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> faces of animals using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make the face of a pet using a paper plate.</li> <li>• Learners create a pet face using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a rabbit.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets</li> <li>• Teacher demonstrates how to make a picture of a rabbit.</li> <li>• Learners create a picture of a rabbit.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a bird using a handprint.</li> <li>• Learners create a picture of a bird using a handprint.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a bird using a handprint. .</li> </ul>	
5	<b>VISUAL ARTS</b> <b>Farm animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a cow using an empty tin.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a cow using an empty tin.</li> <li>• Learners create a cow using an empty tin.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> </ul>

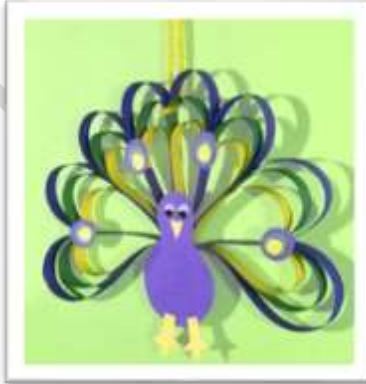
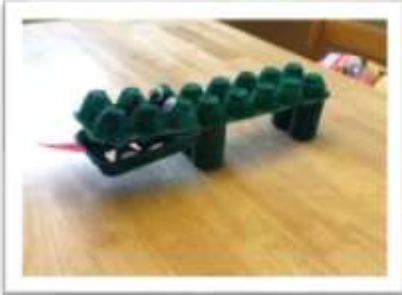
VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> animals using paper cups.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>  <p>demonstrates how to make farm animals using paper cups.</p> <ul style="list-style-type: none"> <li>• Learners create farm animals using paper cups.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an animal using polymer clay.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a cow using polymer clay.</li> <li>• Learners create a cow using polymer clay.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : First Year</b>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a cat using paper plates.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a cat using paper plates.</li> <li>• Learners create a cat using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a sheep using bubble wrap.</li> </ul>	 <p>with bubble wrap</p> <b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a sheep with bubble wrap.</li> <li>• Learners create a picture of a sheep</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a sheep using cotton wool.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a sheep using cotton wool.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of a sheep using cotton wool.</li> </ul> 
6	<b>VISUAL ARTS</b>  <b>Farm animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a chicken made with toilet paper rolls or cardboard loops.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a chicken with toilet paper rolls or cardboard loops.</li> <li>• Learners create a chicken with toilet paper rolls or cardboard loops.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a chicken using an empty tin.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a chicken using an empty tin.</li> <li>• Learners create a chicken using an empty tin.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a sheep using polymer clay.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a sheep using polymer clay.</li> <li>• Learners create a sheep using polymer clay.</li> </ul> 




VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a pig using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a pig with paper plates.</li> <li>• Learners create picture of a pig from paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a cow using paper plates.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a cow using paper plates.</li> <li>• Learners create a picture of a cow using paper plates.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b>



VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a peacock using rolled paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a peacock using rolled paper.</li> <li>• Learners create a peacock using rolled paper.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>Wild animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a crocodile using egg cartons.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a crocodile using egg cartons.</li> <li>• Learners create a crocodile using egg cartons.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a giraffe using empty tins.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a giraffe using empty tins.</li> <li>• Learners create a giraffe using empty tins.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a snake with folded paper.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>  <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a snake with folded paper.</li> <li>• Learners create a snake using coloured folded paper.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a monkey from a paper plate and cut out pieces.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a monkey using a paper plate.</li> <li>• Learners create a monkey with a paper plate.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a hippo from cut out pieces.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a hippo from cut out pieces.</li> <li>• Learners create a hippo from cut out pieces.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a rhino using a paper plate.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a rhino from a paper plate and cut out pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a rhino from a paper plate and cut out pieces.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Wild animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a spiral snake.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a spiral snake.</li> <li>• Learners create and decorate a spiral snake.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>

VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a giraffe using pegs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a giraffe using pegs.</li> <li>• Learners create and decorate a giraffe using pegs.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> spiders using pipe cleaners.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make spiders with pipe cleaners.</li> <li>• Learners create a spider using pipe cleaners.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a zebra using a paper plate.</li> <li>• Learners create a zebra using a paper plate.</li> </ul> 

VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a zebra using a paper plate.</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a camel using a handprint.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to make a picture of a camel using a handprint.</p> <ul style="list-style-type: none"> <li>• Learners create a picture of a camel using a handprint.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a lion using a paper plate.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a lion using a paper plate.</li> <li>• Learners create a lion using a paper plate.</li> </ul> 

VISUAL ARTS		Grade R : Term 4	
9	<b>VISUAL ARTS</b>  <b>Colour can be light or dark</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> glow in the dark jelly fish made with paper plates and ribbon.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a glow in the dark jelly fish;</li> <li>• Learners create a glow in the dark jelly fish with paper plates and ribbon.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> glowing pasta necklaces.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a glow in the dark necklace using pasta.</li> <li>• Learners create a glow in the dark pasta necklace.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make salt clay ornaments.</li> </ul>

VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> salt clay ornaments.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a salt clay ornament.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pattern with bubble wrap stomp painting.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a pattern with bubble wrap stomp painting.</li> <li>• Learners create a pattern with bubble wrap stomp painting.</li> <li>• Teacher covers the learner's feet with bubble wrap.</li> <li>• Learners step in paint and with their feet full of paint, they create a pattern on a big sheet of white paper.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : Second Year</b></p>

VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> patterns with roller pins and bubble wrap.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to paint with a roller pin and paint.</li> <li>• Learners create a pattern with a rolling pin and paint.</li> <li>• Learners cover a roller pin with paint.</li> <li>• Learners put a white paper on top of the bubble wrap.</li> <li>• Learners roll over the paper with the roller pin to create a pattern.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a shape with bubble wrap and paint.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a shape using bubble wrap and paint.</li> <li>• Learners create a shape using bubble wrap and paint.</li> <li>• Learners cut out a shape on bubble wrap.</li> <li>• Learners paint different colours on the shape.</li> <li>• Learners must identify the colours.</li> </ul> 

## FORMAL ASSESSMENT TASK: GRADE R

### GRADE R : TERM 1-4

- 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 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.

### PERFORMING ARTS

#### Warm up and play

- Choose two assessment goals for each term
- **Follow** a teacher-directed warm-up routine.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Build** own movement vocabulary using:
  - Loco motor movements such as walk, run, leap and gallop;
  - Non-loco motor movements such as reach, bend and rise
- **Discover** tempo through own suitable movements to slow and fast music
- **Move** to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.

- **Play** with different sizes, shapes and colours containers in water or in the sandpit
- **Stop / freeze, change direction** when whistle blows.
- **Push** a big box, cart or article filled with equipment/toys.
- **Play** body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.
- **March** activities on the rhythm of the music; clapping hands
- **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
- **Participate** in fine motor activities/hand eye coordination
- **Participate** in midline crossing exercises
- **Participate** in balance exercises
- **Participate** in outside water play.
- **Participate** in exercises to develop spatial awareness.
- **Participate** in laterality exercises.
- **Respond** to cognitive stimulation.
- **Demonstrate** physical and motor activities.
- **Develop** sensory exploration.
- **Identify** different textures.
- **Identify** different odours
- **Identify** different flavours

## **VISUAL ARTS**

### **Create in 2D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, sponges, wool, paper maché, stencils, melted crayons, sand paper, starch, finger paint, sand, tissue paper, tins, bubble wrap, cotton wool, paper plates, bottle lids, stones, pipe cleaners, peg, buttons, cup cake liners, decoupage, ice cream/popsicle sticks
- **Create** a 2D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.

### **Create in 3D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **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.
- **Create** a 3D art work using natural and recycled materials.
- **Create** a 3D art work using edible food.
- **Create** a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.
- **Build** a simple puzzle 2-10 pieces. With or without knobs.

### 3.7. Grade 1 : Term 1

The instruction time for Grade 1 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 1: Term 1	
<b>Content</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Extend and refine</b> gross motor skills.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Participate</b> in activities to develop gross motor skills..</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Participate</b> in exercises to develop eye-foot co-ordination</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Extend and refine</b> fine motor skills.</li> <li>• <b>Reinforce</b> hand eye coordination e.g. throw a beanbag through a hoop.</li> <li>• <b>Participate</b> in exercises to develop fine motor skills.</li> <li>• <b>Extend and improve</b> balance.</li> <li>• <b>Improve</b> midline- crossing.</li> <li>• <b>Participate</b> in physical development activities..</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination.</li> <li>• <b>Participate</b> in activities to develop fine motor coordination.</li> </ul>
<b>Grade 1 : First Year</b>	<b>Activities, techniques, notes, etc.</b>

## PERFORMING ARTS

### Grade 1: Term 1

#### Week 1

- Learners run around on the playground and touch various objects such as the jungle gym, sandpit, tree, and grass to experience different textures.
- Learners play with different sizes and colours containers in water.
- Learners play on drums and create a rhythm pattern with the names of the learners in the class.
- Learners learn a rhyme about school and create a clapping game.

#### Example of clapping game:

"I won't go to school any more more more

There's a big fat teacher at the door door door

She took me by the collar and let me pay a dollar

I won't go to school any more more more

#### Week 2

- Learners hop on the spot on one leg. Change legs and hop again.
- Learners pick up a beanbag with their toes.
- Learners throw the beanbag towards a target.
- Repeat several times.
- Learners revise the school anthem and sing it.
- Learners mime different sport activities that is taking place at the beginning of the school year.

- Learners click their fingers with arms straight in front, out to the sides and above their heads.
- Learners walk sideways on a plank
- Learners stand with their eyes closed first on the left and then on the right leg.
- Learners jump on the right or left leg.
- Learners role play a situation to show a specific talent they have.
- Learners play  $\frac{3}{4}$  rhythm on drums and practise to play different tempos.

#### Week 6

- Learners lie on their stomachs and roll 4 times to the right and 4 times to the left. When the whistle blows they jump to their feet.
- Learners rotate their ankles, wrists, shoulders and elbows.
- Learners jump with both feet to the left/right.
- Learners jump only on left / right leg. Repeat several times.
- Learners learn and sing a song about emotions for example "If you're happy and you know it clap your hands".
- Learners use facial expressions to show emotions.

#### Week 7

- Learners make a big circle. They run clockwise and change direction on sound of whistle.
- Learner dribble and kick a ball to a classmate. Classmate rolls it back.

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

- Teacher gives instructions. Walk sideways/backwards. Can you walk with smaller / bigger strides?
- Learners must try not to touch each other.
- Learners play with different colour and sizes containers in water
- Learners throw water from one container to another.
- Learners mime different class rules.
- Learners sing and dance action songs.

**Week 4**

- Run in circles and change direction when whistle blows
- Learners throw a beanbag through a hoop held by another learner
- Learners clap hands and/or stamp feet in a specific rhythm.
- Learners mime situations to show how one person differs from another for example one is running and the other is in a wheelchair.

**Week 5**

- Learners make big arm circles five times forwards and five times backwards.

- Learners do a role play about how to handle situations and emotions that it part of the situation for example happy when you get a new pet.
- Learners create a movement sentence depicting happiness.

**Week 8**

- Learners shake their fingers and feet and roll their shoulders forwards and backwards.
- Learners rotate their joints, ankles, wrists, shoulders and elbows.
- Learners sort different kinds of macaroni in containers.
- Learners sing a song about colours and use movement to depict different colours.
- Learners use drums to play different rhythms with music.

**Week 9**

- Learners jog on the spot.
- Teacher divides class in 2 groups.
- Group 1 throw the cones and try to knock them over.
- Group 2 throw the balls through a hoop held by another learner.
- Learners bend down and grip their ankles .They try to walk as fast as possible around a ball without falling forward.
- Learners paint their hands different colours and do an action song using their hands with the primary and secondary colours.

**Grade 1 : Second Year****Activities, techniques, notes, etc.**

**PERFORMING ARTS****Grade 1: Term 1****Week 1**

- Teacher draws hop scotch on ground with chalk.
- Learners take turns to finish the hop scotch track.
- Learners lift hoop from ground climb through it. Walk on hoop on ground. Roll hoop.
- Learners sing and perform an action song about the school.
- Teacher plays a CD while learners play on drums : First 2/2 and then 4/4 and count while doing

**Week 2**

- Learners run/walk/gallop through cones. Repeat with feet together.
- Learners sit on chairs and roll ball to each other with feet
- Learners mime different jobs at school for example teacher, principal, school nurse.
- Learners revise the National Anthem and sing the National Anthem.

**Week 3**

- Learners crawl through cones.
- Learners dribble a ball through cones.
- Learners jump with left/right leg in and out hoop.
- Learners crawl through hoop without hands helping.
- Learners turn hoop around arm, hand or foot.

**Week 6**

- Learners run and throw a beanbag in the air and catch it.
- Learners throw a beanbag through left or right leg and catch it with both hands or only with right or left hand.
- Learners throw beanbags at a target. Use baskets of various heights and size.
- Learners learn and perform a rhyme about emotions.
- Teacher plays happy and sad music while learners create a dance on the music.

**Week 7**

- Teacher puts a newspaper in front of learners.
- Learners stand behind the newspaper and jog fast/slow with big/small steps.
- Learners crunch the newspaper and throw it to each other.
- Learners straighten the newspaper and crunch it again.
- Learners throw the newspaper ball to each other.
- Learners pick up objects like beans, macaroni or buttons with clothes peg or tweezer.
- Learners dramatise a situation where emotions is involved for example a favourite toy is broken or a dog ran away.
- Teacher plays happy and sad songs and learners do body percussion.

**Week 8**

## PERFORMING ARTS

### Grade 1: Term 1

- Learners role play helping a new learner on his/her first day at a new school.
- Learners learn and perform a welcome song to the new learners and teachers at school.

#### Week 4

- Teacher plays march music .
- Learners march with a stick in their hands .
- Learners hold the stick with both hands in front above their head.
- Learners spin different sizes of tops with their fingers.
- Learners learn a new rhyme or song and performs actions on the rhyme or song.
- Learners dramatise positive qualities in themselves.

#### Week 5



- Learners jog on the spot.
- Learners lie on their backs. Learners hold their knees and make themselves in a small bundle.
- Learners stretch out as far as they can .
- Learners cycle with their legs in the air.
- Learners make big circles with arms and a scarf in dominant hand. Learners lie down and put the scarf between their toes and make big circles. Learners alternate arms and feet.
- Learners learn and perform a rhyme about a special person.
- Learners revise and perform an action song.

- Learners move to the rhythm of music using all body parts. Now learners clap the rhythm with any body part.
- .Learners tear newspapers in strips. Learners pick up the strips with their toes.
- Learners choose one colour and mime different situations where the colour is used for example blue for swimming in the sea or yellow for summer and the sun.



#### Week 9



- Learners run around until the whistle blows.
- Learners hit inflated balloons with sponge sticks to keep them in the air
- Learners clutch soft ball between their knees.
- Learners move their legs/bodies to and fro.
- Learners shut one eye and then other eye and repeat. Learners shut both eyes and repeat.
- Learners dress up with primary and secondary t-shirts and create a little dance showing the primary and secondary colours.

**VISUAL ARTS – GRADE 1 Term 1**

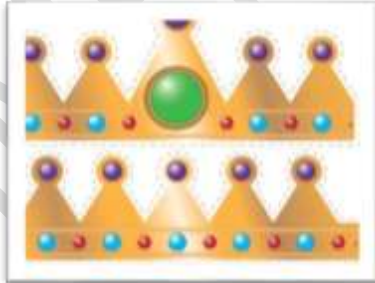


Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b> <b>Me and my school</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a book cover or place mat.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher hands out paper and wax crayons.</li> <li>• Learners draw a crayon from a template, choose their own colour and decorate the crayon with a picture of themselves.</li> <li>• Learners draw activities they like to do on the crayon.</li> <li>• Learners decorate the paper and use it as a book cover or place mat.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a school bus with ice cream sticks.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a school bus with ice cream sticks.</li> <li>• Learners create a school bus with ice cream sticks.</li> <li>• Learners paint the sticks.</li> <li>• Learners add wheels.</li> </ul> 




## VISUAL ARTS – GRADE 1 Term 1

	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a school building with different sizes boxes</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to build a school building with different sizes boxes.</li> <li>• Learners are divided in groups of three learners and build a school building with different sizes boxes.</li> <li>• Learners use a sponge to paint their building</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a photo frame from ice cream sticks.</li> <li>• Learners make their own photo frame from ice cream sticks.</li> <li>• Learners paint and decorate ice cream sticks.</li> <li>• Learners draw a picture of themselves or use the first day of school pictures to put into the photo frame.</li> </ul> 



VISUAL ARTS – GRADE 1 Term 1			
2	<b>VISUAL ARTS</b>  <b>Me and my school</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pattern with Lego blocks and paint.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to paint with Lego blocks.</li> <li>• Learners dip Lego blocks in paint to create a pattern on white paper.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a birthday card with hand prints.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a birthday card with handprints.</li> <li>• Learners create a birthday card with hand prints.</li> </ul> 

# **VISUAL ARTS – GRADE 1 Term 1**




	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make and decorate</b> birthday crown.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a birthday crown.</li> <li>• Learners make their own crown and decorate it.</li> </ul>  
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make and decorate</b> a School building.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teachers shows pictures of different School houses made with different materials.</li> <li>• Teacher demonstrates how to build a School building with a brown paper bag.</li> <li>• Learners create their own School buildings and decorate it.</li> </ul> 
3		<b>Grade 1 : First Year</b>	<b>Grade 1 : First Year</b>

VISUAL ARTS – GRADE 1 Term 1			
VISUAL ARTS Me and my school	Create in 2D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture with paint and a big brush.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to paint with watercolour and a big brush.</li> <li>• Learners paint freely with a big brush on a big paper or newspaper.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a mystery picture with soap and watercolour paint.</li> </ul>	<b>Grade 1 :</b> <ul style="list-style-type: none"> <li>• Teacher how to picture with</li> </ul>   <b>Second Year</b> demonstrates make a mystery soap and watercolour. <ul style="list-style-type: none"> <li>• Learners draw a mystery picture of themselves with a piece of soap.</li> <li>• Learners paint over the soap picture with thin watercolour paint and the mystery picture will appear.</li> </ul>
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b>



# **VISUAL ARTS – GRADE 1 Term 1**

4	VISUAL ARTS	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Decorate</b> a tin for storage of crayons.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to decorate a tin to store crayons in class.</li> <li>• Learners decorate a tin for storage of crayons.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a pencil case using duck tape.</li> <li>• Learners use different colours and patterns of duct tape to make a pencil case.</li> </ul> 
		<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Learners colour and cut out the picture of body parts.</li> </ul>

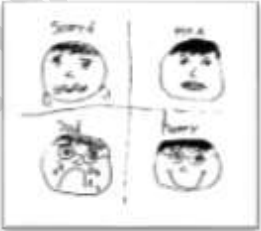


# **VISUAL ARTS – GRADE 1 Term 1**

<p><b>Everybody is special (me too)</b></p> <p>Create in 2D</p>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with cut out body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Learners attach body parts with pins in the correct position to create a picture.</li> </ul> 
	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dressed up photo.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to draw or add accessories on a photo.</li> <li>• Teacher shows examples of dressed-up photos.</li> <li>• Learners take a photo of themselves and add or draw some accessories.</li> </ul> 
<p>Create in 3D</p>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model out of polymer clay and paint it.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the difference between learners and how special everybody is.</li> <li>• Teacher shows photos and examples of images of people made with polymer clay.</li> <li>• Teacher demonstrates how to make a person out of polymer clay.</li> </ul> 



# **VISUAL ARTS – GRADE 1 Term 1**




			<ul style="list-style-type: none"> <li>Learners create a model out of polymer clay of themselves and paint it.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a model out of polymer clay and paint it.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises the difference between learners and how special everybody is.</li> <li>Teacher shows photos and examples of images of people made with polymer clay.</li> <li>Teacher demonstrates how to make a person out of polymer clay.</li> <li>Learners create a group of people out of polymer clay to show how everybody is different and paint it.</li> </ul> 
5	<b>VISUAL ARTS</b> <b>Everybody is special ( me too)</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a mask with a specific emotion.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises emotions.</li> <li>Teacher demonstrates how to make a mask.</li> <li>Learners draw a picture with a specific emotion to create a mask.</li> </ul> 

# **VISUAL ARTS – GRADE 1 Term 1**



		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a poster with faces indicating different emotions.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Learners cut out faces from magazines with different emotions and paste it on a big paper or they draw 4 faces with different emotions.</li> </ul>  
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Paint</b> on stones.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises positive qualities in a person.</li> <li>• Teacher demonstrates how to paint on stones.</li> <li>• Learners paint stones and write a positive quality of his/her friend on the stone.</li> <li>• Learners give the stone to a special friend.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p>	<p><b>Grade 1 : Second Year</b></p>

# **VISUAL ARTS – GRADE 1 Term 1**



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a friendship bracelet using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises the qualities of a good friend.</li> <li>• Teacher demonstrates how to make an easy friendship bracelet.</li> <li>• Learners create their own friendship bracelet using recycled materials.</li> </ul>	
6	<b>VISUAL ARTS</b> <b>Me and my emotions</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> emotion cards.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make emotion flashcards.</li> <li>• Learners make their own emotion flashcards that can be used to show their own emotions.</li> </ul>	
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> </ul>	



VISUAL ARTS – GRADE 1 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Make</b> an emotion wheel.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an emotion wheel.</li> <li>• Learners make an emotion wheel or a mood meter.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an easy construction with Lego blocks.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrate how to build a house with lego blocks.</li> <li>• Learners build a house or any other easy construction with Lego blocks.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a car or any object with wheels with Lego blocks.</li> </ul>	<b>Grade 1 : Second Year</b> 

**VISUAL ARTS – GRADE 1 Term 1**




			<ul style="list-style-type: none"> <li>Teacher demonstrates how to build a car or object with wheels using Lego blocks.</li> <li>Learners build a more advance object with wheels e.g. a car with Lego blocks.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>Me and my emotions</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities</li> <li><b>Create</b> patterns with paint decoupage and toothpicks.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher demonstrates how to paint on card board using decoupage and paint.</li> <li>Learners spread decoupage and paint on a thick card board.</li> <li>Learners mix it and create patterns with a toothpick</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>




# **VISUAL ARTS – GRADE 1 Term 1**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a painting with leaves, cloth, sponge, rope etc attached to pegs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrate how to paint pictures using different materials.</li> <li>• Learners create patterns or paint a picture with leaves, cloth, sponge, rope etc attached to pegs</li> </ul>	
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> polymer clay face showing emotions.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrate how to make faces showing emotions using polymer clay.</li> <li>• Learners create their own polymer clay face showing emotions.</li> </ul>	
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make a fridge magnet with polymer clay, showing emotions.</li> </ul>	



VISUAL ARTS – GRADE 1 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a fridge magnet with polymer clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make their own fridge magnet using polymer clay, showing emotions.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Colours around us:</b> <b>Primary and Secondary colours</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> carrots with footprints using primary and secondary colours.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create a picture of carrots with footprints using primary and secondary colours.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>

## VISUAL ARTS – GRADE 1 Term 1

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• Create a picture of a duck with footprints using primary and secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of a duck with footprints using primary and secondary colours.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a mirror with primary colours.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a mirror with primary colours.</li> <li>• Learners make their own mirrors using primary colours.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a beaded bracelet using primary colours.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrate how to make an easy bracelet using glass beads.</li> <li>• Learners create their own bracelet with glass beads using only primary colours.</li> </ul> 

VISUAL ARTS – GRADE 1 Term 1			
9	<b>VISUAL ARTS</b> <b>Colours around us:</b> <b>Primary and Secondary colours</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with paint and different objects.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours</li> </ul> <div>   </div> <ul style="list-style-type: none"> <li>• Learners use paint and spread it over a paper. While it is still wet they use different objects to create patterns. They can use brushes, combs, steel, wool etc.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> patterns with paint and corn.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create patterns with paint and corn.</li> </ul> <div>  </div>
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b>

## VISUAL ARTS – GRADE 1 Term 1

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a bracelet or necklace with plastic circles.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a bracelet or necklace using plastic circles.</li> <li>• Learners make a bracelet or necklace with plastic circles using only primary or secondary colours.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a glass mobile.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a glass mobile.</li> <li>• Learners make a glass mobile using primary or secondary colours.</li> </ul> 
<p><b>Assessment</b></p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			

### 3.8. Grade 1 : Term 2

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1: Term 2	
<b>Content</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Extend and refine</b> gross motor skills.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Participate</b> in exercises to develop eye-foot co-ordination</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> </ul>	<ul style="list-style-type: none"> <li>○ Loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Participate</b> in midline –crossing activities.</li> <li>• <b>Sing</b> songs, rounds and response songs in a choir to warm up the voice</li> <li>• <b>Sing</b> and <b>hum</b> to warm up the voice.</li> <li>• <b>Follow</b> a warm up ritual to accompany physical warm up using action songs.</li> <li>• <b>Performs</b> simple teacher-directed relaxation and breathing exercises when warming up and cooling down.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>

PERFORMING ARTS Grade 1: Term 2	
<ul style="list-style-type: none"> <li>• <b>Extend and refine</b> fine motor skills.</li> <li>• <b>Reinforce</b> hand eye coordination.</li> <li>• <b>Participate</b> in exercises to develop fine motor skills.</li> <li>• <b>Extend and improve</b> balance.</li> <li>• <b>Improve</b> midline- crossing.</li> <li>• <b>Participate</b> in physical development activities..</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination.</li> <li>• <b>Participate</b> in activities to develop fine motor coordination.</li> <li>• <b>Build</b> own movement vocabulary using:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Participate</b> in simple dances based on formations and patterns.</li> <li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li> <li>• <b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</li> <li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li> <li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li> </ul>
Grade 1 : First Year      Activities, techniques, notes, etc.	
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Learners do loco motor movements: walking, skipping, running, forward and backward.</li> <li>• Learners walk forward on a beam laid on the ground. Walk backward, bend down slowly, touch the ground and rise again.</li> </ul> <p><b>Loco motor Movements</b> - These are movements where the body travels through space from one location to another. Loco motor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p><b>Even Rhythm:</b></p>	<p><b>Week 5 (continue)</b></p> <p><b>Different drama games</b></p> <ul style="list-style-type: none"> <li>• <b>Character games</b> 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.</li> <li>• <b>Concentration games</b> have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.</li> </ul>

## PERFORMING ARTS

### Grade 1: Term 2

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

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

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

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

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

#### **Uneven Rhythm:**

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

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

**Slide** - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven.

**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.
- **Plot games** can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings.

**PERFORMING ARTS**  
**Grade 1: Term 2**

**Week 2**

- Learners do non loco motor movements: bending knees and shoulders. Circle wrists.
- Learners walk on a line/ walk on footprints. Forward and backward.
- Learners mime cleaning different rooms in the home and the rest of the learners must recognise and name the different rooms in the home.
- Learners learn a new song about a home and sing it together.

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

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

**Twist** - a partial rotation of body parts around an axis

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

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

**Bend** - a flex of a body part at a joint

**Stretch** - extending a body part or the whole body

- **Trust games** are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group.
- **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 6**

- Learners must make big arm circles backward then forward. Learners then make small arm circles backwards then forwards
- Learners stand in a row. Hold a hoop upright, place a ball a metre or so away from the hoop. The learners crawl through the hoop and jump over the ball and then go and stand at the back of the row.
- Learners do body percussion with music.
- Learners mime situations that is dangerous for their health for example wearing too warm clothes in summer or sneezing without a handkerchief.

**Definition of Body percussion:**

Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument

## PERFORMING ARTS

### Grade 1: Term 2

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

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

#### Week 3

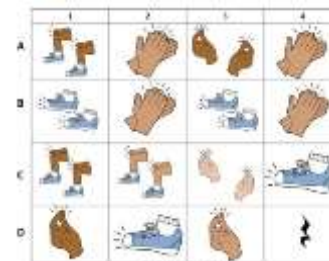
- Learners stand with their feet slightly open. Learners swing both arms in circles in front of the body and then circles to the side of the body.
- Teacher hangs tennis balls from strings in a tree. Learners hit the balls with non - dominant hand. Try to cross the midline.
- Learners dramatise dangerous situations at home.
- Learners make a song or a dance using the emergency numbers for example 10111 for the police

#### Week 4

- Learners lie on their backs. Learners lift up left leg as straight as possible. Then right leg. Repeat a few times.
- Learners do sit ups to a half sitting position with hands on their knees.
- Learners sit in a circle and pass a sponge ball to one another. Learners now pass the ball clockwise to the next learner and must use the right hand to pass the ball to the learner at the left. They can also pass the ball anticlockwise by using the left hand.

and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as [beat](#), [rhythm](#), and [metre](#) and helps a student internalise rhythmic skills.

#### Example of body percussion:



#### Week 7

- Learners take part in stretch exercises.
- Learners stretch their arms to the sky. Reach forward then reach behind. Stretch arms and legs to the side. Stretch their tongues.
- Learners stand on left or right leg.
- Learners close their eyes and clap their hands or click their fingers.
- Learners mime yes and no situations.
- Learners do action songs.

#### Week 8

- Learners walk on tip toes to the playing area.
- Teacher blows a whistle, learners stamp their feet, take giant steps and gallop back.
- Learners screw different sizes nuts into different sizes bolts.
- Learners practice name games (e.g. use clapped rhythms and body percussion to explore the meter/accents of the names).

## PERFORMING ARTS

### Grade 1: Term 2

- Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters
- Learners sing songs use unison, rounds, and call and response.
- Learners mime one of their family members while the rest of the class name the family member.

#### Week 5

- Learners jump 3 steps to the left and hop 4 steps to the right.
- Learners crawl forward and backward.
- Learners jump on one leg.
- Learners play “piano” on the floor. First with one hand then with another one, then try to play with hands crossed
- Learners lie down on their backs. Learners do cycling movements.
- Learners learn a song about family members and sing it.
- Learners portray the characteristics of family members using creative drama games.

#### 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.

Learners say their names with an appropriate rhythm based on the syllables of the name.

- Learners do concentration and listening games
- Learners learn and sing a song about colours.

#### Week 9

- Learners walk in different directions, first slowly like a stick animal, When the whistle blows, learners walk faster and when the whistle blows again, learners run and fly like a bird.
- Teacher lays a rope in a zig-zag on the floor. Learners walk to and fro on the rope.
- Teacher makes the pattern more difficult and learners walk with a bean bag on their heads on the rope.
- Learners do a little play using different colour t-shirts. Each colour t-shirts represents a different animal. Learners must sing a song or do a poem about the animal.

**PERFORMING ARTS****Grade 1: Term 2****Grade 1 : Second Year****Activities, techniques, notes, etc.****Week 1**

- Learners revise the eight loco motor movements.
- Teacher gives instructions to skip, gallop and slide. Learners follow the instructions.
- Learners march on beat of music: lift knees up high; march slow/fast; march with straight legs slow/fast.
- Learners pick up marbles with toes. Learners throw the marbles towards a target. Learners repeat it several times.

**Week 2**

- Teachers revises loco motor and non-loco motor movements.
- Learners jog on the spot.
- Learners stretch and swing arms.
- Learners run/gallop /hop and stretch and swing arms.
- Learners lie on their backs and stretch their arms straight above their heads.
- Teacher puts arrows against wall. Arrows point up, down and to the left and right. Learners have to indicate the direction with their hands and name it.
- Teacher gives instructions like stand in front/behind/on your table. Lie under the chair.
- Group activity : Teacher divides learners into two groups. Each group has parents and children living in a house.

**Week 6**

- Learners jog on spot. Learners stand still.
- Teacher gives them exercises to move only one half of body while keeping the other half immobile.
- Learners walk/run with beanbag on head between two points. Repeat exercise with ball in one hand.
- Learners do rhythm patterns using drums.
- Learners sing an action song about road safety .

**Definition of rhythm pattern:**

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

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

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

**Week 7**

- Learners run freely while the teacher plays on the tambourine.

## PERFORMING ARTS

### Grade 1: Term 2

- Learners dramatise cleaning the house by getting different chores from their mother and father for example do the dishes, mow the lawn.
- Learners sing songs in unison.

#### Week 3

- Learners jog on the spot.
- Learners put a bat/book/soft little ball between their knees. Learners walk/run/jump with the object between their knees.
- Teacher divides learners in 4 groups. The learner in front has a beanbag in his/her hand. He /she passes it over head to the learner behind, next under the legs, over the head. The fourth learner runs to the front. Repeat until the first learner is in front again.
- Learners dramatise solutions for dangerous situations at home for example when a fire breaks out – phone the emergency number, call the neighbours etc.
- Learners do action songs with music.

#### Week 4

- Learners hop/skip to the beat of the tambourine/bells.
- Learners walk like their family members e.g. walk like granny, crawl like their baby sister, hop like their brother.

- Learners stop when the tambourine stops.
- Each learner gets a soft, small ball. Learners hold the ball in one hand. Learners do rhythmic swings and stretches crossing the midline. Learner is out when the ball falls.
- Learners jump over the ball 3 times. Walk around the ball 5 times. Hop behind the ball.
- Learners dramatise a yes and no situation with solutions.
- Learners do short rhythmic patterns using body percussion.

#### Week 8

- Learners lie on the grass. ., hands at their side.
- Learners roll to the left roll to the right.
- Learners lie on their backs, arms stretched above heads, hold a ball or beanbag in their hands.
- Teacher gives instructions that involve using one side of the body only.
- Learners lift their left leg. Lift the ball with their right hand. Wiggles the fingers of their one hand then the other hand.
- Learners screw different sizes nuts into different sizes bolts.
- Learners learn a poem about colours and dramatise the poem.
- Learners play different rhythms and tempos on drums

#### Week 9

- Teacher creates an obstacle course by placing 7 beanbags in a row some distance apart then a hoop , then another beanbags

## PERFORMING ARTS


### Grade 1: Term 2

- Learners throw a beanbag in the air. Learners catch it with one hand then with both hands. Learners throw beanbag in the air, turn around then catch it with both hands and then with one hand.
- 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
- Learners dramatise a situation where love and respect for family members are shown for example make tea for their mother etc.



#### Week 5



- Learners jog on the spot.
- Learners do jumping jacks. Rotate. Arms open. Legs closed
- Learners tie knots in ropes or material. Loosen it again.
- Learners participate in a simple dance showing the difference between dances of different eras for examples dances that grandparents, parents and children dance.



- then another hoop. Learners hop on one leg between beanbags and on both feet into the hoop. Vary the exercises and repeat.
- Learners stand with legs apart in 2 long rows. The learner at the front crawls through between everybody's legs and stand at the back of the row. Learners continue in this way so that everyone gets a chance.
- Learners create a dance drama about the rainbow nation.
- Each learner paint his/her hands a different colour.
- Learners sing songs and perform a dance representing the different cultures of South Africa.



VISUAL ARTS GRADE 1 Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b>  <b>Me at Home</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Identify</b> different textures.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher blindfold the learners.</li> <li>• Learners identify different textures :soft/hard, smooth/rough etc.</li> <li>• Learners cut out different shapes with coloured paper and paste it on one half of a page to make different houses.</li> <li>• Learners finish the picture by drawing the reflection on the bottom of the picture.</li> </ul> 

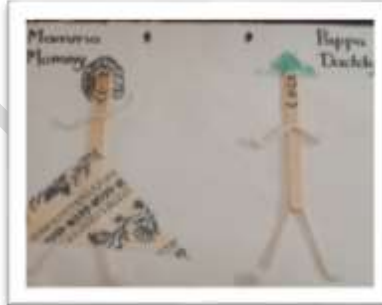

**VISUAL ARTS GRADE 1 Term 2**



VISUAL ARTS    GRADE 1    Term 2				
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> a picture with buttons.</li><li>• <b>Identify</b> different tones and sounds.</li></ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"><li>• Teacher blindfold learners. Learners identify different tones and sounds: high/low, soft/loud etc.</li><li>• Learners colour a picture of a house at the bottom of a page.</li><li>• Learners paste different colours of buttons on the top of the page to create a hot air balloon.</li></ul>	
Create in 3D		<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> ginger bread houses with brown paper bags.</li></ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"><li>• Teacher demonstrates how to make a house using a brown paper bag.</li><li>• Learners make and decorate a ginger bread house using a brown paper bag</li></ul>	



VISUAL ARTS GRADE 1 Term 2			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a house using recycled bags.</li> <li>• Learners make and decorate their own houses using recycled material.</li> </ul> 
2	<b>VISUAL ARTS</b> <b>Me at Home</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Paint</b> a picture with edible finger paint using handprints.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher use recipe to make edible finger paint.</li> <li>• Learners make a picture with edible finger paint and handprints.</li> </ul> <b>Edible Finger Paints</b> <p>4 tablespoons of sugar            1/2 cup of corn flour            3 cups cold water            Food colouring</p> <p>Stir sugar and corn flour together. While stirring, slowly add water and heat over medium heat until mixture thickens. It will thicken further when it cools. Divide into four containers and add food colouring.</p> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher makes edible finger paint.</li> </ul>




VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of flowers with edible finger paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use edible finger paint to create a picture of flowers.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a house using small rocks and/or stones.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make and decorate a house using small rocks and/or stones.</li> <li>• Learners create and decorate their own house using small rocks and/or stones.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make and decorate a house using a small jar.</li> </ul>



VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> and <b>decorate</b> a house using a small jar.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a house using a small jar.</li> </ul> 
3	<b>VISUAL ARTS</b> <b>Me at Home</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a family member.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different homes.</li> <li>• Teacher demonstrates how to make a shoe home with felt.</li> <li>• Learners create their own shoe home with felt and create a family from felt to live in the shoe home.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates making a picture of family members using ice cream sticks and waste material.</li> </ul>



VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of family with ice-cream sticks, pipe cleaners and waste material.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use ice-cream sticks for the bodies of his/her family, pipe cleaners for arms /legs and waste material cut in shapes for the clothes.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an easy gingerbread house.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an easy gingerbread house with crackers and sweets.</li> <li>• Learners create their own house with crackers and sweets.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b>



VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a gingerbread house.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make and decorate a gingerbread house using cookies and sweets.</li> <li>• Learners make and decorate their own gingerbread house.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Me and my Family</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> handprint art.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a grandfather using the art or handprinting.</li> <li>• Learners create a picture of a grandfather using the art of handprinting.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a family member,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates and shows examples of pictures from family members.</li> <li>• Learners colour the picture of grandma. Learners make glasses from pipe cleaners and hair from wool or cotton wool.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family using clothe pins and scraps of fabric.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a family using clothe pins and small scraps of fabric.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make puppets using match box covers.</li> <li>• Learners create puppets of their family.</li> <li>• Learners take 4 outside covers of match boxes.</li> <li>• Learners paint the covers and use wool, raffia or steel wool to create hair.</li> </ul>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> finger puppets of their family using match boxes and recycled materials..</li> </ul>	<ul style="list-style-type: none"> <li>• Learners draw faces or use waste material and buttons to create faces</li> </ul> 
5	<b>VISUAL ARTS</b> <b>Me and my Family</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family using popsicle sticks.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a family using popsicle sticks and fabric.</li> <li>• Learners create their own popsicle family and decorate it.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a photo puzzle using popsicle sticks.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a photo puzzle with popsicle sticks.</li> <li>• Learners use a photo of themselves or a family member to make a photo puzzle.</li> </ul> 

VISUAL ARTS GRADE 1 Term 2			
			<ul style="list-style-type: none"> <li>Learners make their own photo puzzle using popsicle sticks</li> </ul>
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities,</li> <li><b>Create</b> a pebble family.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher demonstrates how to paint on pebbles or small stones.</li> <li>Teacher demonstrate how to make a pebble family using one pebble for the head and the next pebble for the body.</li> <li>Learners create their own pebble family, paint and decorate it.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a family using clothe pins.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher demonstrates how to make a family using clothe pins and scraps of fabric.</li> <li>Learners create their own family using clothe pins and scraps of fabric.</li> </ul> 
6		<b>Grade 1 : First Year</b>	<b>Grade 1 : First Year</b>

VISUAL ARTS GRADE 1 Term 2			
VISUAL ARTS How to keep myself safe and my body healthy  Create in 2D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul> <p>Create a tree with leaves using potato print.</p>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to do potato print.</li> <li>• Learners draw and paint the trunk of a tree. They use a potato print of a leaf to dip in paint and print it on tree to create the leaves.</li> </ul>	
	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a tree with blossoms through finger printing.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to do a picture using finger printing.</li> <li>• Learners create a tree with blossoms.</li> <li>• Teacher gives picture of a tree with empty branches.</li> <li>• Learners dip pointer finger in pink paint and create blossoms on the tree.</li> </ul>	
Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a robot.</li> <li>• Learners create a robot.</li> <li>• Learners take black sanding paper and cut out a rectangle.</li> <li>• Learners cut out 3 circles and colour them green, yellow and red.</li> </ul>	

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a robot.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners paste the circles on sanding paper to create a robot.</li> <li>• Learners use an ice-cream stick for the pole.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> road signs using popsicle sticks</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make road signs using popsicle sticks and recycled materials.</li> <li>• Learners create their own road signs using popsicle sticks and recycled materials.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>How to keep myself safe and my body healthy</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : First Year</b>

**VISUAL ARTS GRADE 1 Term 2**

- **Create** a pattern with paint and heart stencils.

- Teacher



demonstrates  
how to create a pattern using stencils.

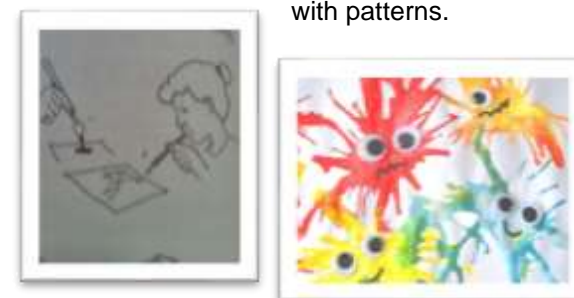
- Learners create a pattern with paint and heart stencils



**Grade 1 : 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 pattern with paint and straw blowing.



**Grade 1 : Second Year**



- Teacher demonstrates how to paint with a straw.
- Teacher puts some green paint in the middle of paper.
- Learners blow through a straw to make a picture with patterns.



VISUAL ARTS GRADE 1 Term 2			
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a robot using food.</li> <li>• Learners create their own robot using crackers and sweets.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a fire truck using cookies and sweets.</li> <li>• Learners make their own fire truck with cookies and sweets.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Colours have meanings</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : First Year</b>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a colour wheel umbrella with fingerpring rain.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create a colour wheel umbrella with fingerprint rain.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners make a colour wheel collage using recycled materials.</li> </ul> 
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• Create a tug boat with primary/secondary colours</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates ho to make and decorate a tug boat using a margarine container.</li> <li>• Learners paint a margarine container with primary/secondary colours and/or decorate with</li> </ul> 

VISUAL ARTS GRADE 1 Term 2			
			available materials e.g. ribbons, buttons, shells etc.to create a tug boat.
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a sequence ball with primary/secondary colours sequence and pins.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a sequence ball.</li> <li>• Learners sort sequences according to preference of colours. Put in container.</li> <li>• Learners collect pins in another container.</li> <li>• Advance learners collect beads in another container.</li> <li>• Learners start to put sequence and bead in a pin.</li> <li>• Learners pin it into a polystyrene ball.</li> </ul> 
9	<b>VISUAL ARTS</b> <b>Colours have meanings</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage with different colours.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create a sunset using a collage of different colours.</li> <li>• Learners draw a silhouette on black paper and paste it on the sunset collage.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an art project with lines and colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners do an art project with colours and lines.</li> <li>• Learners cut it up and glue back on paper in a different arrangement.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a windmill</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a windmill.</li> <li>• Learners colour a square paper.</li> <li>• Learners fold the paper square into 2 triangles of the same size. Fold once more. Open the paper. Cut on the folds until 1 finger from the centre. Fold to the straw/stick with a pin. When the learners blow onto the wings or runs with the windmill. The wings will turn.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to fold a hat.</li> </ul>

## VISUAL ARTS GRADE 1 Term 2

- |  |  |   |  |
|--|--|---|--|
|  |  | <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a hat with paper folding and paint.</li> </ul> | <ul style="list-style-type: none"> <li>• Learners create a hat.</li> <li>• Learners fold A3 paper in half. Paint 3 colours of paint only on the one half of paper. Fold clean half over painted half and rub. Let it dry.</li> <li>• Fold paper in half. Paint on outside. On closed end get the middle and fold 2 triangles toward each other. Fold remaining part up.</li> </ul> |
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### Assessment

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

### 3.9. Grade 1 : Term 3

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1: Term 3	
<b>Content</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Extend and refine</b> gross motor skills.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Develop</b> midline-crossing with swinging and stretching</li> <li>• <b>Participate</b> in exercises to develop eye-hand coordination</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ Loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Participate</b> in exercises to develop eye foot coordination.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Reinforce</b> hand-eye coordination.</li> <li>• <b>Participate</b> in exercises to develop fine motor skills.</li> <li>• <b>Participate</b> in exercises to develop balance.</li> <li>• <b>Extend and improve</b> balance.</li> <li>• <b>Participate</b> in exercises to stimulate cognitive development</li> </ul>

PERFORMING ARTS Grade 1: Term 3	
<ul style="list-style-type: none"> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Extend and refine</b> fine motor skills.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate</b> in exercises to develop midline crossing.</li> <li>• <b>Participate</b> in exercises of eye movement that crosses the midline.</li> </ul>
Grade 1 : First Year      Activities, techniques, notes, etc.	
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Learners ride on school bicycles ( 3 wheel bicycles).</li> <li>• Learners lie on their backs and move one leg and arm to touch the ground on the opposite side of the leg and arm that is moving. Repeat few times</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Learners discover space by running as low as they can to opposite wall.</li> <li>• Learners walk back making themselves as tall as they can.</li> <li>• Learners sort very small beads according to colour using their dominant hand.</li> <li>• Learners learn and sing a song about brushing their teeth while doing the actions with the song.</li> <li>• Learners dramatise a healthy habit.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Teacher walks in front of the learners with a beanbag on her head while the learners follow.</li> <li>• Teacher blows a whistle – learners change the position of the beanbag for example on their shoulder.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters</li> <li>• Learners sing songs use unison, rounds, and call and response.</li> <li>• Learners play creative name games.</li> <li>• Learners mime different weather conditions</li> </ul> <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>• Learners stand next to each other and sing any African song with or without music.</li> <li>• Learners stamp their feet, clap their hands on both sides of their raised feet and kick in the air with their legs.</li> <li>• Learners cut on lines drawn on a paper – straight and curved.</li> <li>• Learners learn and perform a song about fruit.</li> <li>• Learners play a name game using different fruit names.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Learners pretend they are picking some fruit and peeling it.</li> <li>• Pairs of learners roll balls to each other without bumping in other.</li> <li>• Learners take a fruit out of a basket and mime the fruit for the other learners. Learners can use masks and a specific colour clothes to help the other learners guessing the specific fruit.</li> </ul>

**PERFORMING ARTS****Grade 1: Term 3**

- Learners create their own movements to music to improve physical development.
- Teacher plays music. Learners do their own movements on the beat.
- Learners change movements when the music stops and starts again.
- Learners mime the growth of a plant, from a seed to a big plant or tree.

**Week 4**

- Learners are big trees moving fast and slowly in the wind.
- Learners use a large soft ball to practise catching, hitting, bouncing and kicking.
- Learners do body percussion with music.
- Learners use a story about a plant or flower and dramatise the story.

**Week 5**

- Learners march to a given point and skip back.
- Learners jump, and leap over hurdles, cones and rods,
- Learners repeat the activity on the beat of music.

- Learners create their own song with the names of fruit. Learners can use a known song and just add the lyrics.

**Week 8**

- Teacher uses a soft ball in a stocking. Teacher ties it safely in a tree or somewhere else for children to practise hitting the balls with their hands.
- Teacher places carpet squares, strings streamers, tape or rope on the floor in different patterns. Learners must move along them in a variety of ways.
- Learners learn a poem about vegetables and perform it.
- Learners use body percussion to keep a steady beat while listening to music.
- Learners play a name game, clapping the names of different vegetables.

**Week 9**

- Learners stand in own space and jump up and down.
- Learners dribble balls from the one side to the other.
- Each learner get a beanbag. Teacher gives instructions containing stretches/swings/curls that cross the midline while they handle the beanbag.
- Learners put the beanbag high in the air, put it slowly on right/left foot without bending the knees.

PERFORMING ARTS Grade 1: Term 3	
	<ul style="list-style-type: none"> <li>Learners mime a little story about vegetables in a vegetable garden. Learners use masks and different colours t-shirts to explain which vegetable they represent in the story.</li> </ul>
Grade 1 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>Learners bounce a ball inside the hoop, outside the hoop, around the hoop.</li> <li>Learners bounce it once inside and once outside the hoop.</li> <li>Learners bounce a ball with both hands, bounce on their left/right.</li> <li>Learners bounce a ball with one hand.</li> <li>Learners bounce a ball against the wall.</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>Learners clap the rhythm of song.</li> <li>Teacher gives instructions: clap the rhythms of the song with your left/right hand on your left/right knee.</li> <li>Teacher blindfolds the learners.</li> <li>Teacher gives instructions: move 2 steps to the right/ 3steps to the left.</li> <li>Learners learn and perform a rhyme about a healthy habit.</li> <li>Learners dramatise an unhealthy habit and give a solution to the unhealthy habit.</li> </ul> <p><b>Week 3</b></p>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>Learners walk low on the ground when the drum plays and low on their toes when the triangle plays.</li> <li>Teacher plays the drum again. Learners walk in circles. When drum stops learners stand on one leg. Repeat a few times.</li> <li>Learners put both hands flat on the desk. Lift and lower each finger in turn. Start with the thumb. Exercise each hand separately and then both hands together.</li> <li>Learners perform percussion using self made instruments.</li> <li>Learners learn and perform a poem about fruit.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>Learners jog inside a hoop</li> <li>Learners lift the knees up high, stand on the left leg for one count .Change legs. Run and touch an object.</li> <li>Learners walk sideways on a plank laid on the ground. First to the left then to the right.</li> <li>Learners stand on the plank, lift their one leg then the other.</li> <li>Learners play body percussion concentrating on tempo and beat.</li> </ul>

**PERFORMING ARTS****Grade 1: Term 3**

- Learners jog on the spot and lift their knees up high.
- Learners jump 2 paces forward, 2 paces backwards, 3 paces to the side.
- Learners stand 6 steps from the hoop and dribble the ball gently with the right and then left foot until it touches the hoop.
- Learners learn and perform a song or poem about a plant.
- Learners dramatise looking after a garden and do actions regarding the chores in a garden for example mowing the lawn, planting flowers.

**Week 4**

- Teacher takes learners outside.
- Learners do a variety of large loco-motor exercises such as skipping, running, crawling and swinging arms.
- Learners hit balloons up in the air with plastic racquet. See for how long he/she can keep the balloon in the air.
- Learners use self made percussion instruments for example tins with seeds in, to play rhythmic games.
- Learners perform a dance about a plant/flower/ tree growing with music. Learners can use a mask to show what plant or flower they represent.

**Week 5**

- Learners create a dance using a ribbon or scarf to create patterns while dancing.

**Week 8**

- Learners run freely in a big or small circle while the tambourine plays. When the tambourine stops the learners stop.
- Teacher combines the movement with fast/faster, slow/slower, high/higher and low/lower.
- Learners discover paper size. Learner lies on big paper. Other learner draws the shape of the body of the learner with thick crayon. Now it is the other learners turn to lie down. Learners colour and decorate the drawn body.
- Learners learn and perform an action song about vegetables.
- Learners mime actions used to work in a vegetable garden.


**Week 9**

- Learners jog on the spot. Each learner gets a scarf. Learners hold scarves in both hands. They stretch arms to and fro. Grip the scarves with the toes and stretch their legs out and raise them high/lower down to the ground.
- Learners sit in a circle. Learners look at an object the teacher shows them. Learners make a big S- motion that crosses the midline.
- Learners dramatise a story about a vegetable using songs, dance and drama in the drama.


## PERFORMING ARTS

### Grade 1: Term 3



- Learners hop rhythmically while teacher beats a drum. When drum stops learners roll on the grass When beat resumed learners hop again. Vary the beat from fast to slow.
- Learners roll marbles to a target. Learners shoot the marbles with their fingers.
- Learners do a dance, focusing on the tempo and beat.
- Learners revise and perform different songs.
- Learners dramatise a story about extreme weather conditions.

VISUAL ARTS GRADE 1 Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b> <b>Good basic Healthy Habits</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with dirty and clean hands.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habit of clean hands.</li> <li>• Teacher demonstrates how to create a picture with dirty and clean hands.</li> <li>• Learners trace both hands twice and cut it out.</li> <li>• Learners colour or paint it.</li> <li>• Learners paste hands on A3 paper.</li> <li>• Learners draw and colour dirt on 2 hands and draw soap on the other 2 indicating dirty and clean hands.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> germ monsters from different shapes.</li> </ul>	<b>Grade 1 : Second Year</b>

**VISUAL ARTS GRADE 1 Term 3**

			<ul style="list-style-type: none"> <li>Teacher revises germs.</li> <li>Teacher demonstrates how to create a germ monster using different shapes.</li> <li>Learners use different shapes to create a germ monster.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a chef's hat.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises good hygienic practices when working with food.</li> <li>Teacher demonstrates how to make a chef's hat.</li> <li>Learners create their own chef's hat.</li> </ul> <b>Instructions</b> <ul style="list-style-type: none"> <li>Cut out a length of white paper, approximately 30cm deep and long enough to fit around the child's head.</li> <li>Fold over lengthways and join the corners with sticky tape.</li> <li>Cut straight lines from the fold, stopping 3cm before the edge of the paper.</li> <li>Join the two ends together with sticky tape to form the hat.</li> </ul>

**VISUAL ARTS GRADE 1 Term 3**

			<ul style="list-style-type: none"> <li>• Cut out a strip of folded white paper to make a hat band.</li> <li>• Place the band around the outside of your hat and tape it at the back.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habit of brushing teets regularly.</li> <li>• Teacher demonstrates how to make teeth and a toothbrush using polymer clay.</li> <li>• Learners create “happy” teeth and a toothbrush using polymer clay.</li> </ul> 
2	<b>VISUAL ARTS</b> <b>Good basic</b> <b>Healthy Habits</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy food.</li> </ul>

# **VISUAL ARTS GRADE 1 Term 3**

- **Create** a picture with cut out fruit and vegetables.

- Teacher demonstrates how to make a picture using cut out fruits and vegetables.
- Learners colour a picture of a fruit.
- Learners colour and cut out different fruits and vegetables.
- Learners paste the fruit and vegetables on the paper to create a picture.



## **Grade 1 : 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.


## **Grade 1 : Second Year**

- Teacher revises healthy habits regarding teeth.
- Teacher demonstrates how to make a happy tooth using paper and an ice cream/popsicle stick.
- Learners create their own happy tooth with paper and an ice cream/popsicle stick.
- Learners decorate the tooth with eyes and a mouth.







# **VISUAL ARTS GRADE 1 Term 3**



	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of teeth with plague from carton, egg holders and green tissue paper.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits regarding brushing teeth.</li> <li>• Teacher demonstrates how to create a model of teeth with egg holders and carton.</li> <li>• Learners take a carton and paste egg holders to create teeth. Green tissue paper can indicate the plague between the teeth.</li> <li>• Learners practise on the model to floss their teeth.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a toothbrush using an ice-cream/popsicle stick and cut paper.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits regarding brushing teeth.</li> <li>• Teacher demonstrates how to make a toothbrush with an ice cream/ popsicle stick and paper.</li> <li>• Learners take an ice-cream/ popsicle stick and create patterns on it with paint.</li> </ul> 

VISUAL ARTS GRADE 1 Term 3			
			<ul style="list-style-type: none"> <li>Learners take a piece of white paper fold it double and cut in strips to create the brush of toothbrush.</li> <li>Learners paste it on the ice-cream/ popsicle stick.</li> </ul>
3	<b>VISUAL ARTS</b> <b>Plants and Seeds</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a picture using handprints.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher revises the parts of a plant.</li> <li>Teacher demonstrates how to make a picture of the parts of a plant using handprints.</li> <li>Learners create their own picture of the parts of a plant using handprints.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a picture with cupcake papers and ice-cream/ popsicle sticks.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher demonstrates how to create a picture using ice cream/popsicle sticks and paper cupcake holders.</li> <li>Learners paste 2 ice-cream sticks on a A4 paper. Learners take 2 paper cupcake holders and use it for the flowers.</li> </ul>



**VISUAL ARTS GRADE 1 Term 3**



			<ul style="list-style-type: none"> <li>Learners draw the background and colour the background.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a pot plant holder with a tin and pegs.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher demonstrates how to create a pot plant holder with a tin and pegs.</li> <li>Learners paint the pegs.</li> <li>Learners create a pot plant holder with a tin and pegs.</li> <li>Learners can fill the tin with soil and plant a little pot plant in it.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher demonstrate how to make a pot plant holder using recycled materials.</li> <li>Learners make a pot plant holder using toiletpaper rolls and brown paper.</li> </ul>



VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pot plant holder using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can plant a little seedling in the holder.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Plants and Seeds</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a flower using cotton buds.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to use cotton buds to make a picture of a flower.</li> <li>• Learners create their own pictures using cotton buds and pipe cleaners.</li> </ul> 




VISUAL ARTS GRADE 1 Term 3			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture using paint and a fork.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a picture of flowers using a fork and paint.</li> <li>• Learners create their own picture of flowers using a fork and paint.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a plant container with plants from recycled material.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a plant holder using recycled materials.</li> <li>• Learners create a plant holder with plants.</li> <li>• Learners use recycled materials like empty 2 litre cold drink bottles.</li> <li>• Learners position the bottle on the side. Learners cut a rectangle shape on the top side. Learners fill the holder with garden soil and plant the plants.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>




**VISUAL ARTS GRADE 1 Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pot plant container from recycled bottles.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to create a pot plant container using recycled materials.</li> <li>• Learners wash an empty 2 litre cold drink bottle and cut the bottle in half.</li> <li>• Learners use the bottom part of the bottle and fill it with soil and plant a plant in it.</li> <li>• Learners decorate the bottle.</li> </ul>	
5	<b>VISUAL ARTS</b> <b>Plants and Seeds</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage of an apple on a paper plate.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to create a collage.</li> <li>• Learners tear red paper in small pieces and paste it on paper plate.</li> <li>• Learners complete the apple with cut out leaf and stem.</li> </ul>	




VISUAL ARTS GRADE 1 Term 3			
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with seed mosaic.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to create a picture with seed mosaic.</p> <ul style="list-style-type: none"> <li>• Learners create a picture using seed mosaic.</li> </ul>
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> miniature ornaments with a nature impression.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a miniature ornament with a nature impression.</li> <li>• Learners use salt dough and imprint with seeds, plants or shells to make a miniature ornament.</li> </ul> 


VISUAL ARTS GRADE 1 Term 3			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a mushroom using polymer clay.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a mushroom using polymer clay.</li> <li>• Learners create and decorate a mushroom using polymer clay and paint.</li> </ul> 
6	<b>VISUAL ARTS</b> <b>Fruit</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture using bubble wrap printing.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a picture using bubble wrap printing.</li> <li>• Learners create a picture with fruit using bubble wrap and paint.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b>



VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a fruit using a handprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to create a picture using a handprint.</li> <li>• Learners create a picture of a fruit using a handprint and paint.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dolphin and octopus using bananas.</li> </ul>	<b>Grade 1 : First Year</b>   <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a dolphin and an octopus with a banana.</li> <li>• Learners create a dolphin and an octopus with bananas.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher assists learners making a fruit salad.</li> </ul>

VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fruit salad with different kind of fruit.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a fruit salad. Learners cut up banana, watermelon and pawpaw with blunt knives. The teacher cut up the rest of the fruit and add it to the learner's cut- up fruit.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>Fruit</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fruit using puffy paint.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruits.</li> <li>• Teacher demonstrates how to create a picture of fruit using puffy paint.</li> <li>• Learners create a picture of fruit using puffy paint.</li> </ul>  


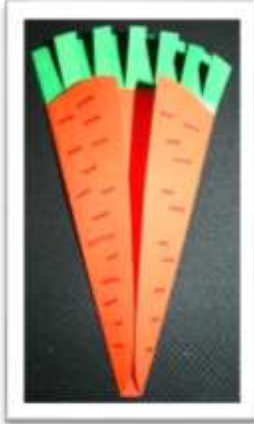
**VISUAL ARTS GRADE 1 Term 3**



		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> a card with a fruit picture using finger printing.</li></ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• Teacher revises fruit.</li><li>• Teacher demonstrates how to create a card using fingerprinting.</li><li>• Learners create a card with a fruit picture using fingerprinting.</li></ul> 
Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> fruit fridge magnets made with polymer clay.</li></ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"><li>• Teacher revises fruit.</li><li>• Teacher demonstrates how to make a fruit with polymer clay.</li><li>• Learners make fridge magnets of fruit with polymer clay.</li></ul> 	
	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li></ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• Teacher revises fruit.</li><li>• Teacher demonstrates how to make a fruit loop bracelet or necklace.</li></ul> 	

VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a necklace or bracelet with fruit loops. er.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own fruit loop bracelet of necklace.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Vegetables</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of vegetables. using wax crayons and black paint.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to create a picture with wax crayons and black paint.</li> <li>• Learners get an A5 cardboard.</li> <li>• Learners place a pad of newspaper under the cardboard.</li> <li>• Learners colour the entire cardboard with wax crayons, pressing firmly. They can use different colours.</li> <li>• Learners paint over the whole page with black powder paint. Allow the paint to dry.</li> <li>• When the paint is dry, the learners draw a picture of vegetables with a pin/nail or the back end of the paintbrush.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to do potato printing.</li> </ul>

VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a card or gift wrap with potato printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a card or gift wrap using potato printing.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> vegetable garden markers.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates making vegetable garden markers.</li> <li>• Learners use stones to create vegetable garden markers.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> vegetable puppets.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> </ul>

**VISUAL ARTS GRADE 1 Term 3**

			<ul style="list-style-type: none"> <li>Teacher demonstrates how to make vegetable puppets with ice cream/popsicle sticks.</li> <li>Learners create vegetable puppets with ice cream/popsicle sticks.</li> </ul> 
9	<p><b>VISUAL ARTS</b></p> <p><b>Vegetables</b></p> <p>Create in 2D</p>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a fold open picture of a vegetable.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>Teacher revises vegetables.</li> <li>Teacher demonstrates how to make a picture of a vegetable that fold open.</li> <li>Learners create a picture of a vegetable that can fold open.</li> </ul> 

VISUAL ARTS GRADE 1 Term 3			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture, card or gift wrap using celery for printing.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to print with celery and paint.</li> <li>• Learners create a picture, card or gift wrap using celery and paint to print.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage of a mealie/corn with popped popcorn.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to make a collage with popped corn.</p> <ul style="list-style-type: none"> <li>• Learners create a collage of a mealie/corn with popped popcorn</li> </ul>
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> </ul>

**VISUAL ARTS GRADE 1 Term 3**

- **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** packet filled with popcorn and decorates with a pumpkin face.

- Teacher demonstrates how to create and decorate a packet filled with popcorn.
- Learners create a packet filled with popcorn and decorated with a pumpkin face.

**Assessment**

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

### 3.10. Grade 1 : Term 4

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1: Term 4	
<b>Content</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Extend and refine</b> gross motor skills.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Participate</b> in exercises to develop eye-hand coordination.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Participate</b> in outdoor water activities.</li> <li>• <b>Participate</b> in exercises to improve balance.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Extend and improve</b> balance integrated with motion.</li> <li>• <b>Demonstrate</b> the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Participate</b> in exercises to develop eye-hand skills</li> <li>• <b>Participate</b> in exercises to develop and improve balance.</li> <li>• <b>Reinforce</b> hand eye coordination.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> </ul>
<b>Grade 1 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1</b>	<b>Week 6</b>

## PERFORMING ARTS

### Grade 1: Term 4

- Learner walk/jog/run freely without stepping on a hoop or bumping into each other.
- Learners throw small, light scarves up into the air. Learners catch it using hands or other parts of the body.

#### Week 2

- Learners jump in and out the sandpit until they are warm.
- Learners play with water. Learners pour water from one bottle to another.
- Learners pour sand in a bottle with a teaspoon.
- Learners mime activities that can be done in the water for example swimming, skiing, fishing.
- Learners learn and perform a song about water.

#### Week 3

- Learners do the following activities: run like a dog, stalk like a cat, fly like a bird and swim like a fish.
- Learners walk on a rope, and throw balls or beanbags in the air.
- Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters
- Learners sing songs use unison, rounds, and call and response.
- Learners make different sounds for example a bus or a train.
- Learners play rhythmic games using body percussion.
- Learners dramatise building a house.

- Learners bounce a balloon on their hands and see who can keep it in the air for the longest time.
- Teacher lays hoops on grass. Learners throw bean bags in/out/behind and in front of the hoops.
- Learners dramatise situations where pets are involved for example getting a new pet from the pet shop.
- Learners dance on beat of the music. Teacher plays 2/2 ; ¾ and 4/4 music and learners must clap and dance to the rhythm.

#### Week 7

- Learners use chalk to jump up and mark a spot on wall.
- Learners throw bean bags to each other.
- Learners mime different wild animals.
- Learners learn and perform an action song about wild animals.
- Learners play body percussion on the beat of music, concentrating on tempo.

#### Week 8

- Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters
- Learners sing songs use unison, rounds, and call and response.
- Learners dramatise an outing to the zoo and seeing all the animals.
- Teacher uses bean bags, ice cream containers and carpet squares for learners to step on and over it.

PERFORMING ARTS Grade 1: Term 4	
<b>Week 4</b> <ul style="list-style-type: none"> <li>Learners run with a bean bag on their heads. When the whistle blows, learners change direction.</li> <li>Learners blow and chase bubbles.</li> <li>Learners walk along chalk lines and jump over cracks in the ground.</li> <li>Learners mime the story of the three little pigs.</li> <li>Learners create a song about the three little pigs using a known song.</li> </ul> <b>Week 5</b> <ul style="list-style-type: none"> <li>Learners improvise animal movements individual and in groups.</li> <li>Learners catch, throw and kick different kind of balls.</li> <li>Learners learn and perform a song about pets.</li> <li>Learners perform a clapping game with the names of pets.</li> </ul>	<ul style="list-style-type: none"> <li>Learners plays rhythmic games on the drum – repeat the rhythm and vary the tempo.</li> </ul> <b>Week 9</b> <ul style="list-style-type: none"> <li>Learners hop up and down on the spot.</li> <li>Learners hop on one leg around the hoop. When the drum stops change direction and legs</li> <li>Learners hop a ball, throw a ball from one hand to another.</li> <li>Learners kick the ball with one foot and stop the ball with another foot. Change feet.</li> <li>Learners play musical chairs.</li> <li>Learners sing a song about farm animals for example “Old McDonald had a farm” while doing the animal sounds.</li> </ul>
Grade 1 : Second Year	Activities, techniques, notes, etc.
<b>Week 1</b> <ul style="list-style-type: none"> <li>Learners express themselves through creative movement and free dancing to music.</li> <li>Learners throw beanbag in hoop on floor. Learners throw the beanbag in a dustbin, bucket, box etc</li> </ul> <b>Week 2</b> <ul style="list-style-type: none"> <li>Learners do cross swings and stretches clockwise and anticlockwise.</li> </ul>	<b>Week 6</b> <ul style="list-style-type: none"> <li>Learners stand in a circle. Teacher gives them stretch exercises and swings crossing the midline for example: touch your right foot with your left hand.</li> <li>Learners do larger loco motor actions, first clockwise then anticlockwise: walk in large steps in the circle, hop on one leg or crawl.</li> <li>Learners stand on a brick or a beam. Teacher gives bouncing instructions such as bounce and catch the ball 3 times. Bounce</li> </ul>

## PERFORMING ARTS

### Grade 1: Term 4

- Learners crawl backwards and forwards on the balancing beam.
- Learners walk on their toes and heels and balance with their arms on either side of their bodies.
- Learners repeat the exercise on the beam.
- Learners learn and perform a poem about water.
- Learners do action songs.

#### Week 3

- Learners jog, jump and hop on spot.
- Learners lie on their backs and do cross swings and stretches with one/both arms and legs. Learners do the activity clockwise and anticlockwise.
- Learners form pairs. One learner stands on bricks the other one on the ground. Learners throw and catch a beanbag. Learners swap places after 10 catches.
- Learners perform a cultural song or dance to show the difference in culture.
- Learners use self made instruments to play a rhythmic game.

#### Week 4

- Teacher beats a tambourine. Learners walk/run/ jog in different ways to the music
- Teacher arranges bricks in a large circle. Use at least one brick per learner.

the ball to a friend and catch. Bounce the ball near to the bricks/beam.

- Learners dramatise a story about a pet that got lost and everybody is looking for the pet.
- Learners do percussion using self made instruments.

#### Week 7

- Learners jog, crawl, stretch, jump, roll, do rhythmic arm and leg swings. Learners do the activity clockwise and anticlockwise.
- Teacher gives instructions: hop like a rabbit until you are under your chair/behind your table/ on your chair/ behind your chair.
- Learners perform wild animal sounds for example roar like a lion.
- Learners learn and perform a poem about wild animals.
- Learners dance on the beat of music concentrating on turns and twists.

#### Week 8

- Learners hold a beanbag in their hands if it is the steering wheel of a car. As long as the tambourine/drum sounds the “car” drives around. When the tambourine/drum stops the “car” stops.
- Learners cut on curved and zig-zag lines.
- Learners dramatize a story about an animal in the zoo.
- Learners sing and perform an action song and dance according to rhythm and beat of the song.

## PERFORMING ARTS

### Grade 1: Term 4




- Learners walk backwards/forwards/sideways on the bricks in a circle.
- Learners create a soundtrack for the story of the three little bears for example clapping for the wolf climbing on the roof or stamping their feet for the house falling down.
- Learners create a victory dance with music to show the little pigs winning the battle against the wolf.



#### Week 5




- Learners march on the beat of march music, practising left-right arm swings. When the music stops and begins again, they march and wave/clap to the beat.
- Teacher takes an empty 2 litre cold drink bottle and cut the top off. Teacher attach a table tennis ball or a small rubber ball to the top with a string. Learners have to catch the ball with the bottle cup.
- Learners make animal sounds for example bark like a dog.
- Learners learn and perform a poem about pets.



#### Week 9



- Learners jog on the spot.
- Learners sit on the grass facing each other. They hold on to a broomstick. The teacher plays the drum slowly and gradually plays faster. They pull each other forward and back in time to the music like when you do rowing movements
- Teacher lays hoops some distance from each other on the grass. The learners throw beanbags into the hoop, in front of behind the hoop. Repeat few times
- Learners learn and perform a poem about farm animals.
- Learners dramatise a day on the farm. Learners may use masks to identify farm animals.


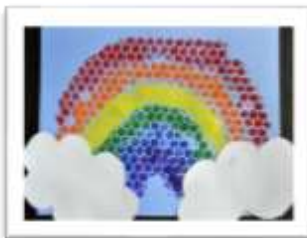
VISUAL ARTS GRADE 1 Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Water  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a jellyfish suncatcher.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises water.</li> <li>Teacher demonstrates how to make a jellyfish suncatcher with collage and lint.</li> <li>Learners create their own jellyfish suncatcher using collage and lint.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a collage of a starfish with buttons or macaroni.</li> </ul>	 <b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises water.</li> <li>Teacher demonstrates how to create a collage of a starfish with buttons or macaroni.</li> <li>Learners create a collage of a starfish with buttons or macaroni.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b>	<b>Grade 1 : First Year</b>

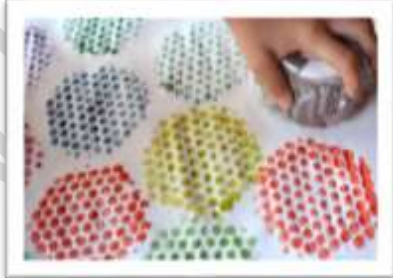

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a sailboat with waste material attached to a stick.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a sailboat with waste material.</li> <li>• Learners create a model of a sailboat with waste material attached to a stick</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> water bottle wind spirals.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make wind spirals using a water bottle.</li> <li>• Learners create water bottle wind spirals.</li> </ul> 
2	<b>VISUAL ARTS</b> <b>Water</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to create a picture using a collage of natural materials.</li> </ul>



VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage of a water tortoise using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a collage of a water tortoise using natural materials for example leaves , sticks, stones etc</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a stained glass rain cloud craft picture.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a picture of a stained glass rain cloud.</li> <li>• Learners create a picture of a stained glass rain cloud.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish from a water bottle.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a fish from a water bottle.</li> <li>• Learners create a fish using a water bottle.</li> </ul> 

VISUAL ARTS GRADE 1 Term 4			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a shark using paper maché.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make paper maché.</li> <li>• Teacher demonstrates how to make a shark with a toilet roll and paper maché.</li> <li>• Learners make paper maché: mix one cup of water, one cup of flour and one table spoon salt. Tear newspapers in strips. Add to flour mix.</li> <li>• Learners use a toilet roll and paper maché to create a shark.</li> <li>• When the paper maché is dry, paint the shark and create eyes and teeth.</li> </ul> 
3	<b>VISUAL ARTS</b> <b>Different types of Houses</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of houses using driftwood.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to create a picture with driftwood.</li> <li>• Learners draw and colour the background of a picture.</li> <li>• Learners create houses using driftwood for each house.</li> <li>• Learners paste the houses on the background.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>




VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of the houses of the three little pigs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher tells the story of the three little pigs.</li> <li>• Teacher demonstrates how to create a picture of the three houses of the pigs.</li> <li>• Learners create their own picture of the three houses of the pigs using paper, sticks, straw and small bricks</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> brown paper bag houses.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to make a house using a brown paper bag.</li> <li>• Learners create and decorate different houses made with a brown paper bag.</li> <li>• Learners display the houses on a string to emphasise the diversity of houses.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to make a miniature house using a match box.</li> </ul>



VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a miniature house using a match box,</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate their own miniature house using a match box.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Different types of Houses</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a rainbow using bubble wrap printing.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture using bubble wrap printing.</li> <li>• Learners paint primary colours on bubble wrap and print on a picture of a rainbow.</li> <li>• Learners create a picture of a rainbow with primary colours, using bubble wrap printing.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different shapes and primary and secondary colours.</li> </ul>




VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> patterns on fabric using bubble wrap printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make patterns on fabric with bubble wrap printing.</li> <li>• Learners create patterns on fabric with bubble wrap printing.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and complete</b> a hut from an old telephone directory.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to fold the pages of the telephone directory to create the image of a hut.</li> <li>• Learners fold the pages of telephone directory in half to create the image of a hut.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to create a tree by folding paper.</li> <li>• Teacher demonstrates how to create people by folding paper.</li> </ul>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a tree or people by folding paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a tree or people by folding paper.</li> </ul> 
5	<b>VISUAL ARTS</b>  <b>Pets</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dog with paper plates.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog with paper plates.</li> <li>• Learners create a dog using paper plates.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• Create a picture of a cat with a paper plate.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make and decorate a cat using a paper plate.</li> <li>• Learners create a picture of a cat on a paper plate.</li> </ul>



**VISUAL ARTS GRADE 1 Term 4**


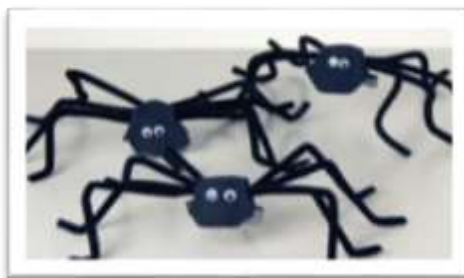
			<ul style="list-style-type: none"> <li>Learners use black tissue paper for the spots and crayons to draw the face.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises pets.</li> <li>Teacher demonstrates how to make a bird cage with carton.</li> <li>Teacher demonstrates how to make a bird using paper and feathers.</li> <li>Learners create a bird cage and a bird using carton, paper and feathers.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a 3D cat.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises pets.</li> <li>Teacher demonstrate how to make a 3D cat.</li> <li>Learners make a 3D cat using carton.</li> </ul> 




VISUAL ARTS GRADE 1 Term 4			
6	VISUAL ARTS Pets  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dog through paper folding and drawing.</li> </ul>	 <p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog face using paper folding.</li> <li>• Learners make a dog face using paper folding.</li> <li>• Learners fold a square paper to form a triangle. Fold ears down. Learners draw a face.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a rabbit with a handprint and paint.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a rabbit with a handprint and paint.</li> <li>• Learners create a picture of a rabbit with a handprint and paint.</li> </ul> 



VISUAL ARTS GRADE 1 Term 4			
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper spring dog.</li> </ul>	 <p>dog.</p> <ul style="list-style-type: none"> <li>• Learners create and decorate a paper spring dog.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish tank with paper and carton.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a fish tank with coloured carton.</li> <li>• Teacher demonstrates how to make and decorate little fishes with paper.</li> <li>• Learners create a fish tank with fishes using coloured carton and paper.</li> </ul> 
7	VISUAL ARTS Wild Animals	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b>



**VISUAL ARTS GRADE 1 Term 4**

Create in 2D	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a giraffe with an empty paper towel roll.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make and decorate a model of a giraffe using an empty paper towel roll.</li> <li>• Learners create a model of a giraffe using an empty paper towel roll.</li> <li>• Learners cut out face and ears and paste the parts together.</li> <li>• Learners paint the giraffe yellow with spots on it.</li> </ul> 
	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a hippo using paper plates.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a hippo with paper plates.</li> <li>• Learners create and decorate a hippo with 2 paper plates</li> </ul> 
Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a crocodile with empty egg holders.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a crocodile using empty egg cartons.</li> <li>• Learners make and decorate a crocodile with empty egg cartons.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a spider.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a spider using empty egg cartons and pipe cleaners.</li> <li>• Learners create a model of spiders using egg hollows and pipe cleaners</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Wild Animals</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a bendable monkey.</li> </ul>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a bendable monkey.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners colour the picture of the monkey and use pipe cleaners to create a bendable monkey.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an animal using paper plates.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make paper plate wild animals.</li> <li>• Learners create a wild animal using paper plates.</li> </ul> 
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a wild animal using a paper cup.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a wild animal using paper cups.</li> </ul> 

VISUAL ARTS GRADE 1 Term 4			
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> animal track stamps using sponges.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a wild animal using a paper cup.</li> </ul> <p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make an animal track stamp.</li> <li>• Learners create an animal track stamp using a sponge.</li> </ul> 
9	<b>VISUAL ARTS</b> <b>Farm Animals</b>  Create in 2D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper plate cow.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a paper plate cow.</li> <li>• Learners create and decorate a paper plate cow.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 1 : Second Year</b></p>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a sheep using fingerprint art.</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a sheep using fingerprint art.</li> <li>• Learners create a picture of a sheep using fingerprint art.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a frog using egg cartons.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to create a frog with egg cartons.</li> <li>• Learners create a frog using egg cartons.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b>

**VISUAL ARTS GRADE 1 Term 4**

- **Show** spontaneity and a creative attitude in art activities.
- **Create** a sheep with pegs and cotton wool.

- Teacher revises farm animals.
- Teacher demonstrates how to make a sheep using cotton wool and pegs.
- Learners create a sheep with cotton wool and peg.



## FORMAL ASSESSMENT TASK: GRADE 1

### GRADE 1: TERM 4

- 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 report on 2 different assessment goals.
- 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.

### PERFORMING ARTS

#### Warm up and play

- Choose two assessment goals for each term
- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Express** moods and ideas through movement and songs.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Sing** songs found in the immediate environment.
- **Participate** in exercises to develop eye-foot co-ordination.

- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Sing** together with the music and dance to the music.
- **Extend and refine** fine motor skills
- **Reinforce** hand eye coordination.
- **Improve** midline- crossing.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **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.
- **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.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Participate** in physical development activity
- **Extend and improve** balance.
- **Extend and refine** gross motor skills.
- **Build** own movement vocabulary using:
  - Loco motor movements such as walk, run, leap and gallop;
  - Non-loco motor movements such as reach, bend and rise
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.

- **Discover** tempo through own suitable movements to slow and fast music
- **Move** to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.
- **Play** with different sizes, shapes and colours containers in water or in the sandpit
- **Stop / freeze, change direction** when whistle blows.
- **Play** body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.
- **March** activities on the rhythm of the music; clapping hands

## **VISUAL ARTS**

### **Create in 2D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, decoupage, toothpicks, soap, water colour, sponges, wool, finger paint, sand, cloth, rope, beads.
- **Create** a 2D art work using polymer clay, ice cream sticks, brown paper bags, tins, duct tape or paper plates, beads, plastic shapes, glass.

### **Create in 3D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Build** a 3D art work using wooden blocks, stones, shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.
- **Create** a 3D art work using natural and recycled materials.
- **Create** a 3D art work using edible food.
- **Create** a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.
- **Build** a simple puzzle 2-10 pieces. With or without knobs.

### 3.11. Grade 2 : Term 1

The instruction time for Grade 2 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 2: Term 1                      Content : Creative games and skills	
<ul style="list-style-type: none"> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Do</b> midline crossing</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> <li>• <b>Play</b> rhythm, clapping, skipping and singing games in pairs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, using different percussion instruments with different rhythms and tempos (fast/slow).</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> music, movement and voice focusing on pitch.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Follow</b> a teacher-directed warm up and cool down routine.</li> <li>• <b>Follow</b> a warm up and cool down ritual that develops co-ordination and control</li> </ul>
<b>Grade 2 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1-3</b>	<ul style="list-style-type: none"> <li>• Learners clap hands with a partner on the left and on the right on 4</li> </ul>

PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills
<ul style="list-style-type: none"> <li>The teacher introduces the topic by narrating shortly about the community background she/he comes from.</li> <li>Teacher explain about different cultures, in South Africa.</li> <li>Teacher plays a piece of a familiar music and ask and guide learners to do the following:               <ul style="list-style-type: none"> <li>When the music starts, pretend waking up and getting dressed.</li> <li>Stretch up muscles start bending the neck forwards and backwards; left and right</li> <li>Rotate the head left to right and right to left</li> <li>Swing shoulders forwards and backwards,</li> <li>Swing arms forwards and backwards,</li> <li>Twist the wrists and ankles.</li> <li>Stop the movement when the music stops. Each action must be done 4 times and according to the rhythm of the song.</li> </ul> </li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the topic by narrating a story and asks learners few questions based on the story.</li> <li>Teacher beat the drum on 4/4 counts and guide learners to the following moves:</li> <li>Learners lift their right knees up and down and clap with their right hands on counts of 4, and do the same move with the left knees and left hands on counts of 4</li> </ul>		<p>counts</p> <ul style="list-style-type: none"> <li>Learners stamp their feet left and right.</li> </ul> <p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher plays music, explain how the learners must move when the music is on.</li> <li>Learners move around freely on the beat of the music.</li> <li>Learners link the music with movements: when the music is played softly the learners move away from the teacher and when the music is played louder the learners must move closer to the teacher.</li> <li>Learners move according to the music and stop when the music ends.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Learners warm up the body by doing stretches.</li> <li>Learners cool down the body:</li> <li>Learners sit in a circle and do the following exercises.               <ul style="list-style-type: none"> <li>Learners do breathing exercises; breathe in, hold for one count, breathe out hold for one count, repeat the movement changing the counts from 1-5.</li> <li>Learners do a candle melting action.</li> <li>Learners deflate balloons.</li> </ul> </li> </ul>
Grade 2 : Second Year		Activities, techniques, notes, etc.

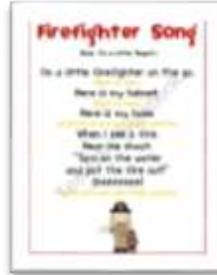
PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills	
<b>Week 1-3</b> <b>Learners warm up the body:</b> <ul style="list-style-type: none"> <li>When the music starts, form a circle and swing the arms forwards and backwards, left and right.</li> <li>Swing legs forwards and backwards, left and right.</li> <li>Do the midline crossing: learners stand with legs wide, take the ball in the left hand and put it down in front of the right foot; pick it up with the right hand and put it down in front of the left foot. Repeat the movement and stop when the music stops.</li> <li>Each action is done 4 times and according to rhythm of the song.</li> </ul>		<b>Week 6-7</b> <ul style="list-style-type: none"> <li>Teacher explain to the learners how to respond to the music</li> <li>Learner sing the song together with the CD and dance freely according to the tempo.</li> <li>Learners link music with movements: when the music is fast they move closer to the teacher and when it is slow they move away from the teacher.</li> </ul>	
<b>Week 4-5</b> <ul style="list-style-type: none"> <li>Teacher allows learners to choose objects like rulers pencil cases, and do rhythmic moves.</li> <li>Teacher beats the drum on 4 counts, learners will do the following: <ul style="list-style-type: none"> <li>Shake their pencil cases,</li> <li>Beat rulers on the same beat.</li> <li>Shake the tins filled with small stones.</li> <li>Beat wooden blocks or plastic blocks together.</li> </ul> </li> </ul>		<b>Week 8-9</b> <ul style="list-style-type: none"> <li>Learners cool down the body.</li> <li>Learners stand in a circle and do the following imagery movements: <ul style="list-style-type: none"> <li>Shrink slowly</li> <li>Sit down and grow slowly</li> <li>Learners lie down on the carpet, listen to music and do breathing and relaxation exercises.</li> </ul> </li> </ul>	
Grade 2: Term 1		Content: Improve and interpret	
<ul style="list-style-type: none"> <li><b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li><b>Learn and perform</b> simple dance steps from dances in the immediate environment.</li> </ul>		<ul style="list-style-type: none"> <li><b>Adopt and maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> </ul>	

PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills	
<ul style="list-style-type: none"> <li>• <b>Learn, interpret and perform</b> dances from South African culture with competence and appropriate style.</li> <li>• <b>Improvise and create</b> dance sequences that use steps and styles from various South African dance forms.</li> <li>• <b>Improvise</b> stories based on fantasy and life experiences using voice (singing/speaking).</li> <li>• <b>Learn and perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Mime</b> actions that resemble the need for food, clothes, shelter.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt and maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Express and describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Explore</b> the senses through rhymes, and songs.</li> </ul>	
Grade 2 : First Year		Activities, techniques, notes, etc.	
<b>Week 1-3</b> <ul style="list-style-type: none"> <li>• Group discussion: specific traditional clothes for each cultural group.</li> </ul>		<b>Week 6-7</b> <ul style="list-style-type: none"> <li>• Teacher narrates a story about bullying (for example the story about the sheep and the wolf).</li> </ul>	

PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills	
<ul style="list-style-type: none"> <li>The class holds a Cultural day; learners wear their specific traditional clothes on the day.</li> <li>Class is divided into different cultural groups and each group sing and dance according to own culture. Each group is given few minutes to perform.</li> <li>Learners role play different occupations</li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the topic by narrating a story.</li> <li>Learners make a circle and teacher asks learners to mime specific idea.</li> <li>Each learner is asked to come to the center of a circle and mime the need for clothes, food, shelter, friends.</li> <li>The rest of the learners must guess the idea being mimed.</li> </ul>		<ul style="list-style-type: none"> <li>Group discussion: how to handle a bully.</li> <li>Learners role play a situation of how to handle a bully (for example: take a stand; don't show that you are scared, warn a bully that you will tell a class monitor, teacher, principal, parent).</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher reads various rhymes about body parts.</li> <li>Teacher plays various songs about body parts.</li> <li>Teacher divides the class into two groups: <ul style="list-style-type: none"> <li>Group 1 perform a rhyme about body parts,</li> <li>Group 2 do an action song while they sing a song about body parts (for example Head and shoulders, knees and toes).</li> </ul> </li> </ul>	
Grade 2 : Second Year		Activities, techniques, notes, etc.	
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>Group discussion: Specific traditional clothes for each cultural group.</li> <li>Group discussion: cultural characteristics for each cultural group.</li> <li>Learners are divided into different cultural groups each wearing own specific traditional attire.</li> <li>Learners demonstrate cultural characteristics like greetings and differences e.g. in the white culture, men let women to go first but in black culture, men go first. Each group is given few minutes to perform.</li> </ul>		<p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher mixes and puts necessary as well as unnecessary items on the table.</li> <li>Teacher asks learners to role play a situation: learners prepare to go on an adventurous camp. Learners must choose which items to take or not to take.</li> <li>Learners must give reasons to their answers.</li> </ul> <p><b>Week 6-7</b></p>	

**PERFORMING ARTS****Grade 2: Term 1****Content : Creative games and skills**

- Learners learn and perform the fire fighter song






- Group discussion: abuse and solutions when a person is a victim of abuse.
- Learners dramatise a story based on abuse and where and how to report and get help from people

**Week 8-9**




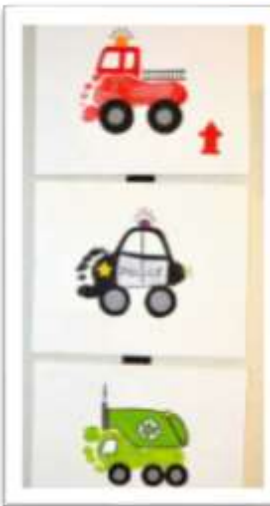
- Teacher makes five groups of learners and ask group to pick out objects in a box, give them few minutes to think and practice story telling about the sense chosen before the talk in class.
- Learners make up a story of few sentences from a box of interesting objects related to senses based on how to take care of senses.

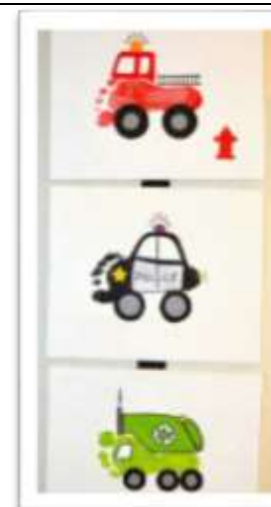
## VISUAL ARTS GRADE 2 Term 1

Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	<b>VISUAL ARTS</b>  <b>Me and my community</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> important buildings and places in the community.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise shapes.</li> <li>• Teacher displays a picture of any place where the community meets, e.g. a church/community hall etc. and ask learners to name the building in the picture.</li> <li>• Learners walk outside on the schoolground and recognise and indicate different shapes on the school ground.</li> <li>• Teacher displays a map of the community. Learners paste shapes on the maps to indicate where different occupations take place for example: doctors and nurses in a hospital..</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> shapes in a picture.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher displays one picture containing different shapes.</li> <li>• Learners identify and name the shapes on the picture</li> </ul> <div data-bbox="1564 966 1927 1266" data-label="Image"> </div>



VISUAL ARTS GRADE 2 Term 1			
			<ul style="list-style-type: none"> <li>Group discussion: what is the difference between occupations for example: doctor works long hours, policeman's work is dangerous.</li> </ul>
	<b>Create in 3-D</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<div>  </div> <p>shades from card box and with guidance from teacher construct a place where people meet together, e.g. church, police station, parks.</p> <p>OR</p> <ul style="list-style-type: none"> <li>Demonstration by teacher: how to build a fire truck.</li> <li>Learners use the chairs in the class with card board boxes to create a fire truck.</li> </ul> <div>  </div> <div>  </div>

## VISUAL ARTS GRADE 2 Term 1



		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Make</b> any two different types of transport and explain shortly what the transport is used for.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: different types of transport.</li> <li>• Learners cut out different shapes from card boxes and use other recycled materials to construct vehicles which people normally use together e.g. taxi, school bus, police van.</li> </ul>	  
<p><b>VISUAL ARTS</b></p> <p>Create in 2D</p>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Make</b> a vehicle used in the community using a footprint.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the community and different services in the community.</li> <li>• Teacher demonstrates how to make a community vehicle using a footprint.</li> <li>• Learners create a community vehicle using a footprint.</li> </ul>		




## VISUAL ARTS GRADE 2 Term 1


		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a picture of fire fighters using a handprint.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrates how to make fire fighters using a handprint.</li> <li>• Learners create a picture of fire fighters using a handprint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> Police radios using empty juice cartons.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrates how to make a police radio using an empty juice carton.</li> <li>• Learners make their own police radio using an empty juice carton.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>

## VISUAL ARTS GRADE 2 Term 1



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools:</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrates how to make a post box using an empty cardboard box.</li> <li>• Learners make a post box using an empty cardboard box.</li> </ul>	
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> firefighters using paper and paint.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrate how to make firefighters using paper and paint.</li> <li>• Learners create firefighters using paper and paint.</li> </ul>	
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community vehicles.</li> <li>• Teacher demonstrates how to make a collage of a garbage truck and recycled items.</li> </ul>	

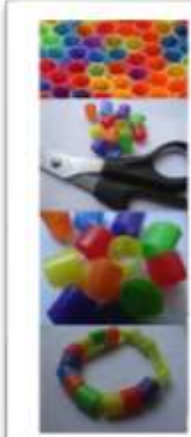

VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a garbage truck collage using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own collage of a garbage truck and recycled items</li> </ul> 
4-5	<b>VISUAL ARTS</b> <b>What do I need to live</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise and identify</b> shapes in the classroom.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise shapes.</li> <li>• Teacher asks learners to look around the classroom and mention individual things that has the shape of triangle, square, circle, rectangle e.g. learners can mention that the door/chalkboard has the shape of rectangle.</li> <li>• Teacher shows and explain a flow chart of the life cycle of a plant or the life cycle of a man/woman from baby to adult.</li> <li>• Teacher discuss the order of the life cycle, learners must put the life cycles in the correct order.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise shapes.</li> <li>• Teacher displays pictures of houses and asks learners to identify different shapes in the pictures.</li> </ul>

## VISUAL ARTS GRADE 2 Term 1



		<ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise and identify</b> shapes in pictures.</li> <li>• <b>Identify</b> specific shapes.</li> </ul>	
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise primary and secondary colours.</li> <li>• Learners draw and paint a pictures about "What my body needs".</li> <li>• Learners cut pictures out and make a big poster with a slogan that says "What do I need to survive".</li> <li>• Learners create a picture of a boy/girl with their shadows.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners draw, paint and cut pictures based on the week's topic.</li> </ul>


## VISUAL ARTS GRADE 2 Term 1

		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw</b> and give own interpretation of drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make their own flow chart with pictures according the example below with the headings: Healthy foods, healthy drinks, enough sleep, good friends, shelter, sunlight, air.</li> </ul>	
	<b>VISUAL ARTS</b>  Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a stethoscope using pipe cleaners.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a stethoscope using pipe cleaners.</li> <li>• Learners make a stethoscope using pipe cleaners.</li> </ul>	


VISUAL ARTS GRADE 2 Term 1			
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a friendship bracelet.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a friendship bracelet.</li> <li>• Learners make a friendship bracelet using plastic straws.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a picture of teeth with healthy and unhealthy food.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy and unhealthy food.</li> <li>• Learners create a picture with teeth and paste healthy and unhealthy food on the teeth.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy and unhealthy food.</li> </ul>

## VISUAL ARTS GRADE 2 Term 1



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a picture of ice cream using puffy paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of an ice cream cone using puffy paint.</li> <li>• Learners create a picture of an ice cream cone using puffy paint.</li> </ul>	
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a village with houses and community vehicles using card board.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses different people that have an influence on a learner's life.</li> <li>• Teacher demonstrates how to make a village with community vehicles.</li> <li>• Learners create their own village with houses and vehicles using coard board</li> </ul>	
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>	

VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create and decorate</b> a hut using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises different houses in South Africa.</li> <li>• Teacher demonstrates how to make a hut with an empty tin and card board.</li> <li>• Learners create and decorate a hut using recycled materials.</li> </ul> 
6-7	<b>VISUAL ARTS</b> <b>Me and other people</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures and photos with children's rights as theme.</li> <li>• Learners discuss images in terms of content, line, shape, form and colour.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures and photos with children's rights as theme.</li> <li>• Learners discuss images in terms of content, line, shape, form and colour.</li> </ul>



## VISUAL ARTS GRADE 2 Term 1

		in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.	<ul style="list-style-type: none"> <li>Learners discuss images in photographs in terms of texture, space and materials used.</li> </ul>
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li><b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>Group discussion: various aspects of children's rights.</li> <li>Learners cut out pictures showing children's rights and paint them.</li> <li>Learners combine painted pictures to make a poster.</li> <li>Learners discuss children's rights and responsibilities and draw two pictures to show the difference between rights and responsibilities.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>Group discussion: various aspects of children's rights</li> </ul>



## VISUAL ARTS GRADE 2 Term 1



		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Create</b> a picture of hands with the theme “ my past and future”.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners draw their own picture of children’s rights and colour or paint the picture.</li> <li>• Learners discuss the meaning of the picture.</li> <li>• Learners draw a picture of two hands and paste or paint pictures in the hands representing their past and future.</li> </ul>	
	<b>VISUAL ARTS</b>  Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a wind chime using recycled materials.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a wind chime using recycled materials.</li> <li>• Learners make a wind chime using old keys and sticks.</li> </ul>	
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>	

## VISUAL ARTS GRADE 2 Term 1



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a wind chime using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a wind. Chime using recycled materials.</li> <li>• Learners make and decorate a wind chime using old tins and recycled materials.</li> </ul>	
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a card using hand- and footprints.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises families.</li> <li>• Learners create a card using hand- and footprints</li> </ul>	
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises families.</li> </ul>	



## VISUAL ARTS GRADE 2 Term 1

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a coaster with family pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make coasters using pictures of the family.</li> <li>• Learners make coasters using pictures of family member</li> </ul> 
Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> musical instruments from recycled materials.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises musical instruments.</li> <li>• Teacher</li> </ul> 	<p>demonstrates how to make musical instruments using recycled materials.</p> <ul style="list-style-type: none"> <li>• Learners create drums using recycled materials.</li> </ul>
	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises musical instruments.</li> </ul>	



VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> musical instruments from recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a musical instrument using recycled materials.</li> <li>• Learners create and decorate a guitar using recycled materials.</li> </ul> 
8-9	<b>VISUAL ARTS</b>  <b>Senses</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Identify</b> senses that look like other shapes. E.g. nose-triangle</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher displays pictures of senses and different shapes.</li> <li>• Learners match the shapes with body senses.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b>



## VISUAL ARTS GRADE 2 Term 1

		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> senses that look like other shapes. E.g. nose-triangle</li> <li>• <b>Draw</b> different shapes relating to senses, (circle-eyes; triangle-ears),</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses different senses.</li> <li>• Teacher revise shapes.</li> <li>• Learners draw pictures depicting a specific sense for example a rose with thorns for the sense of touch.</li> </ul>	
	Create in 2-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine –motor and sensory coordination.</li> <li>• Make a facial mask that shows different senses.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher shows examples of facial masks and demonstrate how to make a facial mask.</li> <li>• Learners make a facial mask that shows different senses with cut-out card boxes.</li> </ul>	

VISUAL ARTS GRADE 2 Term 1			
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> a collage on a paper showing different senses including hands.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teachers shows examples of collages showing different senses.</li> <li>• Teacher demonstrates how to make a collage.</li> <li>• Learners make a collage on a paper showing different senses including hands with cut-out pictures of senses.</li> </ul> 
	<b>VISUAL ARTS</b>  Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a box face mask.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a face mask using a cardboard box.</li> <li>• Learners create a face mask depicting the different senses.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> </ul>

## VISUAL ARTS GRADE 2 Term 1

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a bottle lid bug using different colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a bug using a bottle cap/lid.</li> <li>• Learners make bugs using bottle caps/lids.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a five senses hat.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Learners create a five senses hat.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b>

VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a five sense picture using cotton buds.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a picture of the five senses using cotton buds.</li> <li>• Learners create their own picture of the five senses using cotton buds.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a two colour clay ball.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Learners create a two colour ball using clay.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> </ul>

## VISUAL ARTS GRADE 2 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.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Create** a colour sorter using recycled materials.

- Teacher demonstrates how to make a colour sorter using recycled materials.
- Learners create their own hungry monster colour sorter using recycled materials.



### Assessment

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

### 3.12. Grade 2 : Term 2

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Do</b> midline crossing.</li> <li>• <b>Build</b> own movement vocabulary using:             <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Sing</b> indigenous songs, rhythmic games and rhymes using different dynamics ( loud/ soft; gentle/strong) with clapping and stamping</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences .</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> music, movement and voice focusing on pitch:</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Portray</b> characters and objects from stories using body shapes and sounds.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> </ul>

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
	<ul style="list-style-type: none"> <li>• <b>Create and imitate</b> sounds effects in stories made by water animals; snake, frogs, whales</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> </ul>
Grade 2 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <p>The teacher must make sure that weather chart, posters, string, cardboard, liquid glue, paper, paints and other is available in class for the week.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate preparing themselves to come to school by doing activities for example: clean their shoes, brush their hair, make the bed.</li> <li>• Teacher takes learners outside the classroom and the following activities:</li> <li>• Move freely and creatively while swinging their arms like a wind.</li> <li>• Move arms in circles and make it big and bigger.</li> <li>• Stretch legs becoming long and longer.</li> <li>• Swing one leg to and fro make it big, bigger in front of the body.</li> </ul> <p><b>Week 3-4</b></p> <ul style="list-style-type: none"> <li>• Teacher demarcate an area in class for learners to do the following movements: Skip and hop while sharing a space.</li> </ul>	<p><b>Week 3 – 4 (continue)</b></p> <p><b>Slide</b> - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p><b>Non Locomotor</b> - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p><b>Swing</b> - a pendular motion of a body part that can move forward and backward or side to side.</p> <p><b>Twist</b> - a partial rotation of body parts around an axis</p> <p><b>Turn</b> - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns</p> <p><b>Shake</b> - a short quick vibrating movement in a body part or the whole body.</p> <p><b>Bend</b> - a flex of a body part at a joint</p> <p><b>Stretch</b> - extending a body part or the whole body</p> <p><b>Wiggle</b> - a small or big, fast or slow curvy movement of a body part or the whole body.</p>

## PERFORMING ARTS

### Grade 2: Term 2

### Content : Creative games and skills

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

#### Even Rhythm:

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

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

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

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

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

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

#### Week 5-7

- Teacher plays any familiar song with 4 beats. Learners sing along and do own movements;
- Learners clap and stamp according to the beat of the music.
- Learners make a circle, holds hands and move to the beat of the song, 4 steps to the left and 4 steps to the right, 4 steps forwards and backwards.

#### Week 8-9

- Teacher teaches learners a rhyme about animals' sounds.
- Teacher teaches words first and says the lines of the rhyme.
- Learners must listen and repeat each line after teacher.
- Learners learn and sing the song: Old MacDonald had a farm.
- Example of rhyme about animals' sounds.

Moo, Moo says the cow in the kraal,  
Cluck, cluck say the hen in the morning  
Woof, woof barks the dog in the kennel  
Miaauw, miaauw cries the cat for the milk

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
<p><b>Gallop</b> - 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).</p>	
Grade 2 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Learners demonstrate preparing themselves to come to school by doing activities for example: clean their shoes, make the bed, wash the dishes and brush their teeth.</li> <li>Teacher takes them outside the classroom to do the following: <ul style="list-style-type: none"> <li>Move freely and creatively to feel the weather condition.</li> <li>Wave their arms like wind,</li> <li>Flutter their hands like leaves falling from trees</li> </ul> </li> </ul> <p><b>Week 3-4</b></p> <ul style="list-style-type: none"> <li>Teacher demarcate an area in class for learners to do the following movements: <ul style="list-style-type: none"> <li>Move like a snake,</li> <li>Swim like a fish, while sharing a space without bumping into each other.</li> </ul> </li> </ul>	<p><b>Week 5-7</b></p> <ul style="list-style-type: none"> <li>Teacher plays any familiar song with 4 beats. Learners sing along and do own movements, link the movements to the volume, when the volume is loud, they make big movements and when the volume is soft they make smaller movements.</li> <li>Learners sit in a circle, clap and sing along.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher plays a drum whilst saying the rhyme, after each line she beat the drum 2/2 and learners must freeze up and down, when the drum stops, learners say the line</li> <li>The instruction must be repeated for all the lines in the rhyme.</li> </ul>
Grade 2	Content: Improvise and interpret
<ul style="list-style-type: none"> <li><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li><b>Sing</b> songs found in the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> </ul>

PERFORMING ARTS		
Grade 2: Term 2	Content : Creative games and skills	
<ul style="list-style-type: none"> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Portray</b> characters and objects from stories using body shapes and sounds.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> <li>• <b>Create and imitate</b> sounds effects in stories made by water animals; snake, frogs, whales</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Use</b> objects or props creatively in movement, dramatic play and music.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Begin</b> to see differences between self and the role being played..</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> <li>• <b>Dramatise</b> a make believe situation of fantasy and own life experiences.</li> </ul>	
Grade 2 : First Year	Activities, techniques, notes, etc.	

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher takes learners outside to observe the characteristics of the current season.</li> <li>Teacher teach learners a song about seasons.</li> <li>Learners learn the lyrics first and the tune thereafter.</li> </ul> <p><b>Example of a song about seasons:</b>          “I love Summer, swimming every day          I love winter and the school holyday          I love autumn when the kite winds blows          I love spring when the flowers grow”.</p> <p><b>Week 3-4</b></p> <ul style="list-style-type: none"> <li>Teacher plays a recording story about animals in water and thereafter learners identify the animals and create and imitate sounds made by those animals.</li> <li>Teacher plays DVD with sound of dolphins and seals.</li> <li>Learners create sounds individually.</li> </ul>	<p><b>Week 5-7</b></p> <ul style="list-style-type: none"> <li>Teacher teach learners a song about animals shelters:             <ul style="list-style-type: none"> <li>Lions sits in the shades of thorn trees</li> <li>Giraffe nibbles tender leaves and reaching high</li> <li>Hippopotamus hides so nobody sees him in the water excepts when he breathes</li> <li>Teacher choose learners to dramatize their movements while singing the song.</li> </ul> </li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher narrates a short story about life in the farms.</li> <li>Teacher teaches the learners a rhyme and chooses learners to characterise characters for the following animals: pig, sheep, dog, rooster and goat.</li> <li>Learners role play the situation.             <ul style="list-style-type: none"> <li>Sheep says my wool is of wool;</li> <li>Dog barks and says I m a guard</li> <li>Cow says I produce milk for all dairy foods.</li> <li>Pig says my bacon is the best.</li> </ul> </li> </ul>
Grade 2 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher takes learners outside the classroom to observe characteristics of the current season.</li> <li>Learners sing and demonstrate the activities for that season for</li> </ul>	<p><b>Week 5-7</b></p> <ul style="list-style-type: none"> <li>Teacher display plastic animals’ models on the table and paste pictures of their shelters randomly on classroom wall.</li> <li>Learners choose an animal, move it around, looking for its shelter</li> </ul>

## PERFORMING ARTS

### Grade 2: Term 2

### Content : Creative games and skills

example : playing with water; blowing water bubbles with straws; playing with a kite.

#### Week 3-4

- Teacher plays a recording story about the movements of animals and thereafter chooses learners to dramatize it.
- Teacher discusses the characters with the learners and give them few minutes to practice and rehearse the drama before they perform it in class.

and when the music stop the animal must be in its shelter.

#### Week 8-9

- Teacher chooses a few learners who have the experience of life in farms to dramatize the way of life, getting up early in the morning; going to into the kraal to milk the cows; taking care of animal for example feeding them, taking, them out in the veld to graze, coming back later.
- Learners have to practice and rehearse before they perform the drama in class

VISUAL ARTS GRADE 2 Term 2			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	<b>VISUAL ARTS Seasons</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations: Name the four seasons shown on the poster.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher display a poster depicting four different seasons and learners name and explain what is happening in each season.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Name</b> the seasons and <b>discuss</b> the effect they have on growing plants.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher display four charts about trees on the board and learners talk about the effect seasons have on the plants e.g. falling leaves during winter.</li> </ul>
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> </ul>

## VISUAL ARTS GRADE 2 Term 2

- **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: cutting, pasting, tearing: Make a string print/stencilling of the sun

- The teacher guides learners to make a string print/stencilling of the sun.
- Learners use string, cardboard, liquid glue, paper, paints to create a picture of the sun



### Grade 2 : 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** fine motor and sensory coordination; manipulating scissors and other tools.
- **Develop** craft skills: cutting, pasting, tearing: Learners make a seasonal wheel.

### Grade 2 : Second Year

- Teacher revises seasons.
- Teacher puts a picture of a seasonal wheel and guide learners how to make their own seasonal wheels.
- Learners use recyclable boxes and other materials to make a seasonal wheel depicting all four seasons as well as the fruit and vegetables that grows in each season.

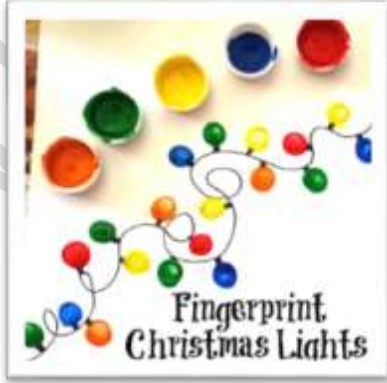





**Examples of seasonal wheels above**


## VISUAL ARTS GRADE 2 Term 2



	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a tree depicting the four seasons.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make a tree depicting the four seasons.</li> <li>• Learners make and decorate a tree depicting the four seasons using cardboard.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a Christmas tree using popsicle/ice cream sticks.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make a Christmas tree with popsicle/ice cream sticks.</li> <li>• Learners create and decorate a Christmas tree using popsicle/ice cream sticks.</li> </ul>
	Create in 2D	<p><b>Grade 2 : First Year</b></p>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> </ul>





VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture with Christmas lights using fingerprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture or a card with Christmas lights using fingerprints.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of flowers using a fork and paint.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises season.</li> <li>• Learners create a picture or a card with flowers using a fork and paint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : First Year</b>



VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a colourful tree using cardboard</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make a tree with different colours of cardboard.</li> <li>• Learners create their own tree using different colours of cardboard.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create paper maché Easter eggs.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make paper maché Easter eggs.</li> <li>• Learners make paper maché Easter eggs.</li> </ul> 
3-4	<b>VISUAL ARTS</b> <b>Creatures living in water</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher display a poster about big and small water animals on the board and learners must identify big and small animals.</li> <li>• Teacher differentiates between water animals in the sea and water animals in a river.</li> </ul>

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Identify</b> big and small animals living in water.</li> </ul>	
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations, <b>copy and draw</b> animals to show the contrasts big/small, long/short.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher display poster of different water animals on the board.</li> <li>• Learners copy and draw big and small animals, long and short and then explain the contrast.</li> <li>• Teacher displays photo's and pictures of water animals and learners discuss different colours of for example fishes.</li> <li>• Group discussion on the food chain in water.</li> </ul>
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> art elements; shape and colour in drawing: Paint pictures of living water creatures using variety of media; finger painting.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: how to paint fishes using finger painting.</li> <li>• Demonstration by teacher: how to paint fishes using as variety of media.</li> <li>• Learners paint a picture of a fish swimming in the water using a variety of media for example finger painting.</li> </ul> <p><b>Example of a painting of a fish</b></p> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>

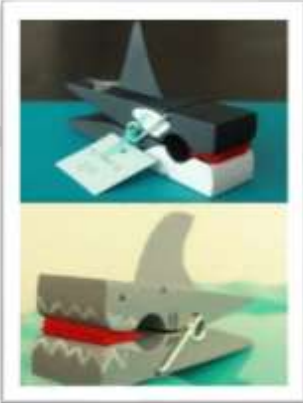
VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw</b> and give own interpretation of drawings.</li> <li>• <b>Use</b> art elements; shape, texture and colour in drawing and painting.</li> </ul>	 <ul style="list-style-type: none"> <li>• Teacher display a poster of living water animals for learners to copy.</li> <li>• Learners draw and paint pictures of living water creatures using variety of media; finger and brush painting.</li> <li>• Learners paint big with brushes and small with fingers.</li> </ul> <p><b>Example of a painting of fishes</b></p>
	<b>Create in 3D</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create jelly fish using pipe cleaners.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make jelly fish with pipe cleaners.</li> <li>• Learners create jelly fish using pipe cleaners and cardboard,</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> </ul>


## VISUAL ARTS GRADE 2 Term 2


		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create an octopus using pipe cleaners.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an octopus with pipe cleaners.</li> <li>• Learners create an octopus with different colours of pipe cleaners.</li> </ul>	
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of an octopus.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Learners create a picture of an octopus.</li> </ul>	
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b>	

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a textured star fish.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises sea creatures.</li> <li>• Learners create a textured star fish using cardboard and coloured barley or rice.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create an octopus using an egg carton and pipe cleaners.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make an octopus using an egg carton and pipe cleaners.</li> <li>• Learners create and decorate an octopus using an egg carton and pipe cleaners.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a shark using a clothespin.</li> </ul>



## VISUAL ARTS GRADE 2 Term 2



		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a shark using a clothespin.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a shark using a clothespin.</li> </ul> 
5-7	<b>VISUAL ARTS</b> <b>Animals and their shelters</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Look</b> for pictures of different animals and their different shelters and make a poster.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Learners cut out animal pictures and their shelters and paste them to make a poster.</li> <li>• Teacher displays photos or pictures of animals and their shelters and learners must match the two pictures.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners draw two animals of their choice and their shelters and describe their shapes, e.g. spider web-circular movement.</li> </ul>



VISUAL ARTS GRADE 2 Term 2			
		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Draw</b> animals and their shelters, talk about the shape of their shelters</li> </ul>	<ul style="list-style-type: none"> <li>• Learners differentiate between wild animals and tame animals in shelters or in the zoo.</li> </ul>
	<b>Create in 3-D</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Use</b> play dough to model freely ;shaping, twisting and rolling,</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Teacher demonstrates how to make an animal and the shelter of the animal using polymer clay.</li> <li>• Learners model clay; roll, twist and shape it to mould an animal and its shelter e.g. ant hill/rabbit burrows.</li> </ul> <p><b>Example of an animal shelter</b></p> 
		<p><b>Grade 2 : Second Year</b></p>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> </ul>

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Mould</b> an animal with clay and construct its shelter using recyclable materials e.g. boxes, grasses.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make clay animals using polymer clay.</li> <li>• Teacher demonstrates how to construct an animal shelter using recycled materials.</li> <li>• Learners make clay animals, use recyclable materials to construct their shelters, and build their own game farm on a display table with name cards.</li> </ul> <p><b>Examples of clay animals</b></p> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> </ul>

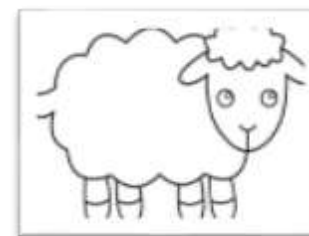
## VISUAL ARTS GRADE 2 Term 2




		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: create a picture of a dog house.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture or a picture card of a dog and a dog house.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a bird and its nest using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and its shelters.</li> <li>• Learners create a picture of a bird and its nest using recycled materials.</li> </ul>	
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> </ul>	



VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a bird house or bird feeder using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a bird house or bird feeder using recycled materials.</li> <li>• Learners create and decorate a bird house or a bird feeder using an empty milk carton.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a bird feeder using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Teacher demonstrates how to make a bird house or bird feeder using recycled materials.</li> <li>• Learners create and decorate a bird house or a bird feeder using an empty cold drink bottle.</li> </ul> 



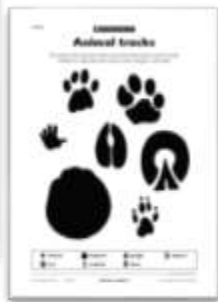
VISUAL ARTS GRADE 2 Term 2			
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a bird house.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Learners paint a picture of a bird house.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a bird house using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Learners paint a picture of a bird house on old newspaper and paste it on a background.</li> </ul> 
8-9	VISUAL ARTS Farm and wild animals	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher pastes a poster of animal products and learners must tell from which animals we get those products.</li> </ul>

VISUAL ARTS GRADE 2 Term 2			
	<b>Visual literacy</b>	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Look and talk</b> about uses of farm animals.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Look and talk</b> about differences between farm and wild animals.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher displays two posters, one for farm animals and the other for wild animals, learners must look carefully and spot the differences between the two.in terms of size.</li> </ul>
	<b>Create in 2-D</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine –motor and sensory coordination.</li> <li>• Make a facial mask that shows different senses.</li> <li>• <b>Use</b> art elements of shape and colour in drawing and painting</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Learners trace and paint templates of a sheep, goat, cow, pig and interpret products of animals</li> <li>• Learners make a collage of farm animals and use the products of the animals to decorate the picture. For example egg shells for the hen and wool for the sheep.</li> </ul> <p><b>Example of a template on right</b></p>



VISUAL ARTS GRADE 2 Term 2			
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> a collage on a paper showing different senses including hands.</li> <li>• <b>Interpret</b> body parts in drawing and painting:</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Learners trace a sheep template and paste the body with a cotton wool, paint body parts with different colours.</li> <li>• Learners draw a picture of a wild animal and decorate it with the tracks of that animal for example tracks of an antelope.</li> </ul> <p><b>Example of animal tracks</b></p>  <p><b>Example of a sheep using a template and decorated with cotton wool</b></p> 
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make farm animals using</li> </ul> 

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: create farm animals using recycled materials.</li> </ul>	<p>recycled materials.</p> <ul style="list-style-type: none"> <li>• Learners create and decorate farm animals using empty tins.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create farm animals using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make farm animals using recycled materials.</li> <li>• Learners create and decorate farm animals using empty cold drink bottles.</li> </ul> 
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a hen using a paper plate and a handprint.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Learners create a picture of a hen using a paper plate and a hand print.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a duck using a handprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Learners create and decorate a picture of a duck using a handprint and different colours of feathers.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create animal tracks on balloons.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises animal tracks.</li> <li>• Learners create animal tracks on balloons.</li> </ul>  
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Learners create and decorate an elephant using card board and folded paper.</li> </ul>

## VISUAL ARTS GRADE 2 Term 2

- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create an elephant using card board and folded paper.



### Assessment

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

### 3.13. Grade 2 : Term 3

PERFORMING ARTS Grade 2: Term 3		Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Warm up</b> using actions from stories as stimulus:</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Do</b> pony gallops using rhythm and movement</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Develop</b> spatial awareness</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> <li>• <b>Play</b> rhythm, clapping, skipping and singing games in pairs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, using different percussion instruments with rhythms and tempos (fast/slow).</li> <li>• <b>Do</b> rhythms with long and short note values using body percussions and percussion instruments.</li> <li>• <b>Use</b> percussion instruments to keep a steady beat.</li> <li>• <b>Use</b> body percussion to and/percussion instruments to perform simple rhythm patterns</li> </ul>
Grade 2 : First Year		Activities, techniques, notes, etc.

PERFORMING ARTS	
Grade 2: Term 3	Content : Creative games and skills
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>Learners warm up:</li> <li>Teacher paste a picture story about transport, and ask learners to look carefully and think about actions based on the movement of the vehicles:</li> <li>Learners jog around with their arms stretched out like the wings of an aeroplane, and when they hear the whistle blow, they row as if they are in a rowing boat.</li> <li>Learners repeat the movement with other modes of transport and the way they move e.g. ambulance</li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher plays a recorded tape with a gallop rhythm:</li> <li>Learners pretend to be horses and when the music starts playing , all horses gallop in a circle, and when music stops, they must all stand still and the when the music starts again they have to turn around and gallop the opposite direction.</li> <li>Learners sit in a circle when the music ends. Teacher plays the tape again and learners have to listen carefully and clap the gallop rhythm</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher demarcate the play area, pairs the learners and plays music while learners do the following movements:</li> <li>Jump around holding hands without bumping to each other and when the whistle blows they freeze and do leap frogs.</li> <li>The movement is repeated and when the teacher blows the whistle three times, the movement ends</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher divides the class into two groups and asks them to do the following:</li> <li>One group hold the hand bells and rattles and shake them on 4 beats while the other group use skipping ropes to skip 4 times forwards, 4 times backwards, 4 times with left leg and 4 times with right leg. The movement is repeated two times.</li> <li>The groups swap and change the roles</li> </ul>
Grade 2 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>Learners warm up the body:</li> <li>Teacher pastes a picture story about transport, and ask learners to look carefully and think about actions based on the movement of the</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher divides the learners in two groups.</li> <li>The one group of learners jog in a circle while swinging their arms</li> <li>The second group stands in a square, lift their knees high up</li> </ul>



PERFORMING ARTS	
Grade 2: Term 3	Content : Creative games and skills
<p>vehicles:</p> <ul style="list-style-type: none"> <li>Learners pretend to be taxis and when the whistle blows, they ride forward as fast, and when the whistle blow again they switch on their right indicators, stick out their arms and, turn slowly to the right and when the whistle blows again they switch on their left indicators and turn to the right .</li> <li>Learners repeat the movement with another mode of transport.</li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher divides learners into two groups, one group is horses and other group is children.</li> <li>Teacher ties a rope around the waists of horses, plays a recorded tape with a gallop rhythm and learners do the following:</li> <li>When the music plays galloping rhythm the horses gallop and the other learners follow jogging.</li> <li>Teacher repeats the music but when the music is slow the horses have to gallop slower and when is fast, they must move faster</li> <li>Learners swop the roles and repeat the movement</li> </ul>	<p>pointing toes, they clap their knees with the hands.</p> <ul style="list-style-type: none"> <li>Teacher blows a whistle after every movement and learners stop and start the movements again and when the teacher blows the whistle three times, the movements end.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher make two circles and then ask learners to do the following:</li> <li>The first circle clap hands and snap fingers loud and soft 4/4 counts, the second circle move round in circles to the left 4/4 times and to the right 4/4 times holding hands, and bend forwards and on the side 4/4 times</li> <li>Learners swop the roles and do the movement again.</li> </ul>
Grade 2 :	Content: Improve and interpret
<ul style="list-style-type: none"> <li><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li><b>Work</b> with others when exploring situations in role.</li> <li><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li><b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> <li><b>Play</b> rhythm, clapping, skipping and singing games in pairs.</li> </ul>




PERFORMING ARTS	
Grade 2: Term 3	Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Use</b> concrete objects to represent others in a dramatic play.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Portray</b> characters and objects from stories using body shapes and sounds.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> <li>• <b>Dramatise</b> a make believe situation or own life experience with movement and songs.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, using different percussion instruments with rhythms and tempos (fast/slow).</li> <li>• <b>Do</b> rhythms with long and short note values using body percussions and percussion instruments.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Dramatise</b> own life experience with a song.</li> <li>• <b>Create and imitate</b> sounds effects in stories made by water animals; snake, frogs, whales</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> <li>• <b>Use</b> concrete objects to represent other objects in a dramatic play and own life experiences.</li> </ul>
Grade 2 : First Yea	Activities, techniques, notes, etc.
<b>Week 1-3</b> <ul style="list-style-type: none"> <li>• Learners dramatise crossing the road using the following: made crafted wooden stop sign, 3 sets of card box robots red, green and orange and the toy car.</li> <li>• Teacher gives learners few minutes to think and practice the drama before they perform in class</li> </ul>	<b>Week 6-7</b> <ul style="list-style-type: none"> <li>• Teacher beats a drum accompanying the song</li> <li>• Learners sing the song and march in a circle, stamp feet for short notes and stretch their arms for long notes.</li> </ul> <p>Learners role play different occupation regarding the medical field for example doctor, nurse, dentist</p>



PERFORMING ARTS	
Grade 2: Term 3	
Content : Creative games and skills	
<p><b>Week 4-5</b></p> <ul style="list-style-type: none"><li>Teacher narrate a short story about obeying the rules where a child was hit by the car.</li><li>Teacher takes learners out of the classroom to a school's traffic designed area and guides learners to practice crossing the road safely.</li><li>Learners use the toy cars to dramatise safety ways of crossing the road. Learners who act as pedestrians must show correct way of crossing on a pedestrian crossing.</li></ul>	<p><b>Week 8-9</b></p> <ul style="list-style-type: none"><li>Learners make a song about food processing and storage.</li><li>Learners sing and dramatize it.</li><li>Learners use plastic fruits and vegetables to represent others in a dramatic play</li><li>Learners make fruit salad in class to eat.</li></ul>
<p><b>Grade 2 : Second Year</b>      <b>Activities, techniques, notes, etc.</b></p>	
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"><li>Learners dramatise getting into a school bus. One learner acts as a driver, another one as a bus assistant and the rest as passengers.</li><li>Teacher gives learners few minutes to think and practice the drama before they perform in class</li></ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"><li>Teacher chooses characters: (a motorist on a high speed, a child crossing the road not obeying rules, a policeman, traffic officer) to dramatise a story.</li><li>Learners must practice, rehearse it before the perform the drama.</li></ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"><li>Teacher divides learners in two groups, one group sing and beat a drum for long notes, and the other group shake tins for short notes.</li><li>Learners role play different occupations of their parents for example teacher, taxi driver or shop owner.</li></ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"><li>Teacher chooses few learners to dramatise the kitchen play about processing fruits and vegetables. The characters must show the following processes: chopping onions, peeling potatoes and pumpkin, grating carrots, shredding lettuce.</li><li>Learners make soup or bake chips in the class to eat.</li></ul>


VISUAL ARTS GRADE 2 Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	<b>VISUAL ARTS</b>  <b>Transport</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Respond</b> to questions to show awareness of shape:</li> <li>• <b>Look</b> at the poster about different types of transport and <b>identify</b> shapes.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher puts a poster of different means of transport on the board and learners must describe the shapes of the transport.</li> <li>• Group discussion: learners differentiate between air- road- and rail transport.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Respond</b> to questions to show awareness of shape:</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners draw different types of transport focusing on shapes mentioned by the teacher and colour them e.g. a bus-rectangular shape.</li> <li>• Group discussion: learners discuss a specific means of transport for example different boats or different trains.</li> </ul>
	Create in 3-D	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b>



## VISUAL ARTS GRADE 2 Term 3

	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> play-dough/clay to improve fine motor ability; rolling pinching and joining.</li> <li>• <b>Develop</b> craft skills: create a train station using recycled cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises transport vehicles used in earlier times.</li> <li>• Learners make a model of a donkey cart or an ox wagon with play dough.</li> <li>• Learners do a group activity: build, paint and decorate a train station with trains.</li> </ul>  
	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> </ul>


VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"><li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li><li>• <b>Develop</b> craft skills: build a train and railway.</li></ul>	<ul style="list-style-type: none"><li>• Learners use big/small boxes, scraps, glue paper, scissors and matches</li></ul>   <p>to construct a station and a train with small and big boxes, and make platforms with shoeboxes lids.</p>
Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li><li>• <b>Develop</b> craft skills: create a picture of a truck using different shapes..</li></ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"><li>• Teacher revises transport vehicles.</li><li>• Learners build a picture of a truck using different shapes.</li></ul> 	



VISUAL ARTS GRADE 2 Term 3			
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: create a picture of a motor vehicle using a footprint and paint.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> <li>• Learners create a picture of motor vehicles using a footprint and paint.</li> </ul> 
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> <li>• Teacher demonstrates how to make a helicopter using recycled materials.</li> <li>• Learners create a helicopter using egg cartons, paint and cardboard.</li> </ul> 


VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: create a helicopter with recycled materials.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a piggy bank aeroplane using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises air transport.</li> <li>• Teacher demonstrates how to make a piggy bank aeroplane using recycled materials.</li> <li>• Learners create a piggy bank aeroplane using an empty cold drink bottle and cardboard.</li> </ul> 



VISUAL ARTS GRADE 2 Term 3			
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a helicopter using a cupcake liner.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises air transport.</li> <li>• Learners create a picture of a helicopter using a cupcake liner.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> <li>• Learners create picture of a bicycle using a cupcake liner.</li> </ul> 

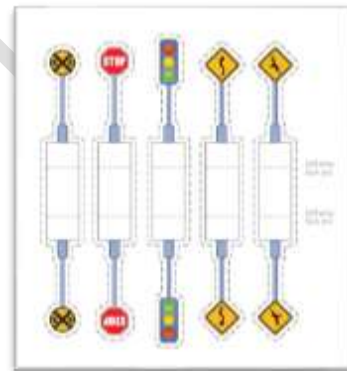

VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a bicycle using a cupcake liner .</li> </ul>	
4-5	<b>VISUAL ARTS</b> <b>Road, Traffic, Safety</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Look and talk</b> about how to mix primary colours to make secondary colours.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher pairs the learners and give each pair two primary colours to mix in order to make a secondary colour.</li> <li>• Each pair is given different primary colours for the other pair so as to make different secondary colours</li> <li>• Learners give feedback on the different colours they created.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher displays a picture or photographs and learners identify primary colours that are mixed to make a secondary colour in photographs and pictures.</li> <li>• Learners use a picture or photograph with different traffic signs. Learners discuss the meaning of the different signs as well as the meaning of colour in the signs.</li> </ul>

VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Identify</b> primary colours that are mixed to make secondary colour.</li> <li>• <b>Talk</b> about different shapes in pictures and photographs.</li> </ul>	
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> art elements; shape and colour in drawing.</li> <li>• <b>Develop</b> crafts skills: create traffic signs using popsicle/ice cream sticks.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Learners create traffic signs using popsicle/ice cream sticks.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: create traffic signs.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Teacher demonstrates how to make traffic signs using cardboard and paint.</li> </ul>

VISUAL ARTS GRADE 2 Term 3			
			<ul style="list-style-type: none"> <li>Learners receive a cardboard triangle, square, rectangle and octagon and choose any road sign to draw and paint neatly on the cardboard.</li> </ul> 
	Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li><b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li><b>Develop</b> craft skills: create a picture using traffic signs and vehicles.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises traffic signs and safety.</li> <li>Learners receive a big paper, paints, paint brushes, glue, colour pencil, scissors.</li> <li>Teacher displays some pictures about safety rules for pedestrians and cyclists.</li> <li>Learners look at the pictures and copy, draw and paint a safety demonstration about cyclists and pedestrians on the road and make a poster that say "Be safe on the road".</li> <li>Teacher hands out pictures depicting safety rules and learners make a collage with</li> </ul> 

VISUAL ARTS GRADE 2 Term 3			
			the pictures.
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a railway crossing road sign.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Learners create a picture of a railway crossing road sign.</li> </ul> 
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Teacher demonstrates how to make fridge magnets with traffic signs.</li> </ul>

VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create fridge magnets with traffic signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create fridge magnet traffic signs.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a traffic light suncatcher.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic and safety/</li> <li>• Teacher demonstrates how to make a traffic light suncatcher.</li> <li>• Learners create a traffic light suncatcher.</li> </ul> 


VISUAL ARTS GRADE 2 Term 3			
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create traffic signs.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs and safety.</li> <li>• Learners create a picture with different traffic signs.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs and safety.</li> <li>• Learners create traffic signs using different shapes and clothes pegs.</li> </ul> 



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: create a picture of road signs using different shapes and clothes pegs.</li> </ul>	
6-7	<b>VISUAL ARTS</b>  <b>People who help us</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Look and talk</b> about primary and secondary colours in pictures and photographs.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher displays a poster about people who help us and the learners name the primary as well as secondary colours.</li> <li>• Teacher shows pictures of photos of different occupations and learners discuss the picture according to the feelings or mood in the picture or photo.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Look and talk</b> about primary and secondary colours and shape in pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher displays a poster about people who help us and the learners name the secondary colours and explain which primary colours were mixed to make secondary ones.</li> <li>• Teacher shows pictures or photos of a collage made with different occupations. Learners discuss line, shape, form and colour of the pictures or photos.</li> </ul>
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> </ul>



## VISUAL ARTS GRADE 2 Term 3


	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Create</b> freely using recyclable materials</li> <li>• <b>Cut</b> out pictures of people who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners cut out pictures of people who help other people, paste them on a large chart and make a poster.</li> <li>• Learners choose one occupation and make a collage about the occupation</li> <li>• Learners discuss their collage in class.</li> </ul>
	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 :</b> <b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> </ul>






VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Create</b> freely using recyclable materials;</li> <li>• <b>Create</b> a mobile about people who help other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners cut out pictures of people who help other people, paste the pictures on ice cream sticks and create a mobile.</li> </ul>
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create pictures on stones of people who help other people.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Learners create pictures on stones of people who help other people.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: build a school building with recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to make a school building using recycled materials.</p> <ul style="list-style-type: none"> <li>• Learners create a school building using recycled cardboard boxes.</li> </ul>
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Learners create masks of people who help other people.</li> </ul> 



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create masks of people who help other people.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a police officer</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help us.</li> <li>• Learners create a picture of a police officer.</li> <li>• Learners colour different parts of the picture, cut and paste it.</li> </ul> 
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the family as part of the people who help us.</li> <li>• Teacher demonstrates how to make a wooden spoon family that can be used as puppets.</li> </ul> 


VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a wooden spoon family.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a family using wooden spoons, fabric and paint</li> </ul>
		<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create puppets with wooden spoons.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Teacher demonstrates how to make wooden spoon puppets of different people who help other people.</li> <li>• Learners create wooden spoon puppets of people who help other people.</li> </ul> 
8-9	<b>VISUAL ARTS</b> <b>Fruit and vegetables</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher puts a poster of geometric shapes with different colours and ask learners questions based on that:</li> <li>• What colour is the small triangle.</li> <li>• Point at a circle; square etc.</li> </ul>

VISUAL ARTS GRADE 2 Term 3			
	Visual literacy	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to questions on awareness of colour and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures and photos of fridge magnets depicting fruit.</li> <li>• Learners discuss the colour, size and shape of the magnets.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to questions on awareness of colour and shape</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher display plastic fruits and vegetables on the table and lets learners tell which ones have same shape/same colour.</li> <li>• Teacher shows pictures and photos of fridge magnets depicting vegetables.</li> <li>• Learners discuss the colour, size and shape of the magnets.</li> </ul>
	Create in 3-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create fruit fridge magnets.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Teacher demonstrates how to make fridge magnets using bottle caps.</li> <li>• Learners make a fridge magnet of fruit using bottle caps.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p>	<p><b>Grade 2 : Second Year</b></p> 

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

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

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


VISUAL ARTS GRADE 2 Term 3		
	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a vegetable using fingerprint and paint.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Learners create a picture of a vegetable using fingerprint and paint.</li> </ul> 
<p><b>Assessment</b></p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals</p>		

3.14. Grade 2 : Term 4

PERFORMING ARTS Grade 2: Term 4		Content : Creative games and skills
<ul style="list-style-type: none"><li>• <b>Follow</b> a teacher-directed warm-up routine.</li><li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li><li>• <b>Warm up</b>, the body using level(high, low and medium) such as Crawl like a worm, roller skating</li><li>• <b>Build</b> own movement vocabulary using:<ul style="list-style-type: none"><li>○ locomotor movements such as walk, run leap and gallop;</li><li>○ Non-locomotor movements such as reach, bend, rise.</li></ul></li><li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li><li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li><li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li></ul>		<ul style="list-style-type: none"><li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li><li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li><li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li><li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li><li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li><li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li></ul>
Grade 2 : First Year		Activities, techniques, notes, etc.
<b>Week 1-2</b> <ul style="list-style-type: none"><li>• Teacher gets two learners to hold a skipping rope on both sides on a low level, then hold it upon a medium and lastly on high level.</li></ul>	<b>Week 6-7</b> <ul style="list-style-type: none"><li>• Teacher ask learners to do the following:<ul style="list-style-type: none"><li>○ Make a row and follow a leader to</li><li>○ Jump around freely with one leg.</li><li>○ Jump, and skip exchanging legs with a different action then</li></ul></li></ul>	

PERFORMING ARTS	
Grade 2: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> <li>The rest of the learners make a row and jump over the skipping ropes on 3 levels, the one who touches it, will exchange with the one holding the skipping rope.</li> <li>Crawl like a worm under a skipping rope pretending to pick small beads fallen down.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>Teacher asks learners to do the following body shapes:             <ul style="list-style-type: none"> <li>Swing arms in a full circle from left to right and right to left.</li> <li>Make a full, swing circle movement with one arm</li> <li>Sit down with feet touching each other with their bottom part.</li> <li>Put hands above their heads with palms touching each other.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stand on one leg such as being a heron on counts of 10 the exchange the leg and repeat the movements two times.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher asks learners to bring leaves to do the following cool down exercises:             <ul style="list-style-type: none"> <li>Breath in and hold for 3 seconds and breath out slowly,</li> <li>Repeat the breathing with 5 seconds.</li> <li>Breathe in deeply for 7 seconds and out while blowing the leaves.</li> </ul> </li> </ul>
Grade 2 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher marks a demarcated area, ask learners to do the following:             <ul style="list-style-type: none"> <li>Run within an area as fast as they can, jump as high to try and catch Frisbee.</li> <li>Jump 3 times, first low, secondly medium then thirdly high pretending to catch a Frisbee. The teacher blows a whistle in between let them freeze to regain balance and start jumping again.</li> </ul> </li> </ul> <p><b>Week 3-5</b></p>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>The teacher places two hoops on the ground and divides learners into two groups.</li> <li>Learners jump around freely on one leg.</li> <li>Each group makes a row, they jump with one leg in and out, and the teacher blows a whistle to regain balance and exchange legs.</li> <li>Learners repeat the action but with arms stretched out on both sides.</li> </ul> <p><b>Week 8-9</b></p>


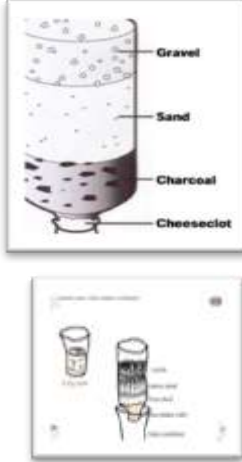
PERFORMING ARTS	
Grade 2: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> <li>Teacher asks learners to do the following body shapes:               <ul style="list-style-type: none"> <li>Stretch both arms bend them in front of your body and put one on top of the other to make a square.</li> <li>Bend your body, stretch legs and let your fingers touch the ground to make a square.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks learners to bring the balloons to do the following cool down exercises:               <ul style="list-style-type: none"> <li>Breathe in and hold for 3 seconds and breath out slowly,</li> <li>Repeat the breathing with 5 seconds.</li> <li>Breathe in deeply for 7 seconds and out while inflating air into the balloon and deflating it.</li> <li>Learners blow bubbles and try to catch the bubbles.</li> </ul> </li> </ul>
Grade 2 :	Content: Improvise and interpret
<ul style="list-style-type: none"> <li><b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li><b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li><b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li><b>Mime</b> actions that resemble the need for food, clothes, shelter.</li> <li><b>Express</b> moods and ideas through movement and songs.</li> <li><b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li><b>Sing</b> and/or <b>play</b> an instrument in a group with appropriate rhythm, pitch and dynamics in any genre of music.</li> <li><b>Focus</b> on music from a variety of South African forms: <b>improvise</b> and <b>create</b> music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns..</li> <li><b>Listen</b> to a story and <b>interpret</b> moments in the story through facial expressions, movement and appropriate sound effects</li> </ul>	<ul style="list-style-type: none"> <li><b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li><b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li><b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li><b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li><b>Do</b> mime actions about different ways of communication including sign language.</li> <li><b>Build</b> own movement vocabulary using:               <ul style="list-style-type: none"> <li>locomotor movements such as walk, run leap and gallop;</li> <li>Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li><b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> </ul>



PERFORMING ARTS	
Grade 2: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Do</b> spatial awareness through movement with or without sound effects.</li> </ul>
Grade 2 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>• The teacher narrates a story about water, explains to the learners about the necessity of saving water and having clean water.</li> <li>• Teacher gives learners a few minutes to think about the ways of misusing water and how to save water.</li> <li>• Learners practice to mime actions on water misuse and saving water before they present it in front of the class.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>• The teacher tells a story about the National Anthem; Enoch Sontonga; , CJ Langenhoven; where and when do we sing the National Anthem.</li> <li>• Learners learn the lyrics of the National Anthem and sing it.</li> <li>• Teacher plays a recorded tape with the music of the National Anthem. Learners pay respect and sing with the recording.</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>• Teacher explains to learners about communication in the past and present, and also about auditory (cell phone, radios) and visual ways of communicating (sign language, TVs, computers) and shows a poster about sign language.</li> <li>• Learners mime actions about different ways of communication including sign language. When a learner mimes a sign language, the others must answer verbally.</li> </ul>  <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>• Learners listen to 4 spatial concepts instructions and carry them out.             <ul style="list-style-type: none"> <li>○ Stand in front of the chair; walk behind the chair; crawl under chair; sit on the chair.</li> <li>○ Repeat the instructions but with the different objects.</li> </ul> </li> </ul>

PERFORMING ARTS Grade 2: Term 4		Content : Creative games and skills
		<ul style="list-style-type: none"> <li>Learners sing a song about night life for example twinkle twinkle little star and do actions with the song.</li> </ul>
Grade 2 : Second Year	Activities, techniques, notes, etc.	
<b>Week 1-2</b> <ul style="list-style-type: none"> <li>Teacher gives learners few minutes to think about the ways of purifying water and practice mime actions based on the topic</li> <li>Learners mime actions about boiling water, adding chemicals, filtering a swimming pool or making a water filter.</li> </ul> <b>Week 3-5</b> <ul style="list-style-type: none"> <li>Teacher divides the learners into three groups and while listening to the recorded National Anthem, each group must interpret different moments and events where the song is sung e.g. at sport events (2010 world cup in South Africa) political meetings/funerals, festivals.</li> </ul>		<b>Week 6-7</b> <ul style="list-style-type: none"> <li>Teacher chooses 3 learners to mime an action about cyber bullying where 2 learners are teasing another one by means of cell phones and bully the child. Teacher gives them a few minutes to practice before miming in front of the class.</li> <li>Learners play the game of telephone where they sit in a row and whisper a message to the learner next to them. It is fun to hear what the message is at the end of the row.</li> </ul> <b>Week 8-9</b> <ul style="list-style-type: none"> <li>Teacher asks learners to move freely in different directions, and change directions to avoid bumping at each other.</li> <li>Teacher pastes pictures of spatial concepts on the board and each learner must look at them and whenever the teacher blows the whistle the learners must move or carry out different spatial instructions.</li> <li>Learners learn a poem about night life and dramatise the poem.</li> </ul>



VISUAL ARTS GRADE 2 Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	<b>VISUAL ARTS</b> <b>Water</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> specific colour and shape</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher asks learners to look around the classroom and name the shapes and colours he/she mentions.</li> <li>• Learners name pictures with same colours and different things with same shapes e.g. a ruler and a chalkboard duster etc.</li> <li>• Teacher puts word related to water for example ice, rain, hail in ice blocks. Learners must defrost the ice block and read the words.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Name</b> specific colour and shape</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher gives out worksheet about different shapes and learners must colour them according to the colours mentioned by the teacher.</li> <li>• Group discussion on different ways to filter water.</li> <li>• Teacher shows an example of a water filter. Learners discuss the textures of the sand and stones used in the filters.</li> </ul>
	Create in 3-D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion on the ocean and animals and plants that lives in the ocean.</li> </ul>



## VISUAL ARTS GRADE 2 Term 4


		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> an ocean in an egg carton.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an ocean in an egg carton.</li> <li>• Learners create their own ocean in an egg carton.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: make a water filter.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher must ask the learners to bring the materials beforehand (Learners use cut off plastic bottles, small pebbles, gravel, charcoal, sand)             <ul style="list-style-type: none"> <li>○ Teacher guide and help learners how to make a filter as follows:                 <ul style="list-style-type: none"> <li>○ Cut off the bottom part of the plastic bottle</li> <li>○ Turn the bottle upside down so that its neck faces downward</li> <li>○ Put gravel or small stones in the bottle</li> </ul> </li> </ul> </li> </ul> 


VISUAL ARTS GRADE 2 Term 4			
			<ul style="list-style-type: none"> <li>○ Top it up with coarse sand</li> <li>○ Put right sand right on top of it.</li> <li>○ Pour the muddy water in and let it filter again.</li> </ul>
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of sailboats on the water using oil pastels.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water transport.</li> <li>• Learners create a picture of sailboats on water using primary and secondary colours.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a sea horse in the ocean.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals and water resources.</li> <li>• Learners create a picture of a water animal using oil pastels, crayons or water colour paint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water resources.</li> </ul>



## VISUAL ARTS GRADE 2 Term 4



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a water well using recycled cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a water well using recycled materials.</li> <li>• Learners create and decorate a water well using recycled milk cartons.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a water wheel using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a water wheel using recycled materials.</li> <li>• Learners create and decorate a water wheel using recycled cardboard boxes.</li> </ul>	


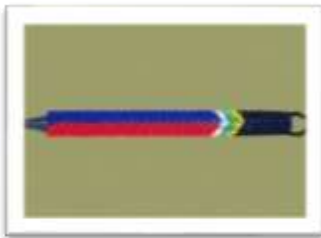
VISUAL ARTS GRADE 2 Term 4			
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: paint and print with ice.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to paint with ice and make a print using ice and water colour paint.</li> <li>• Learners create a picture using ice painting.</li> </ul> 
		<p><b>Grade 2 : Swcond Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of the water cycle.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the water cycle.</li> <li>• Learners create a picture of the water cycle.</li> </ul> 
3-5	<p><b>VISUAL ARTS</b></p> <p><b>Our Country</b></p> <p><b>Visual literacy</b></p>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Learners name specific shapes and colour;( light and dark colours, geometric shapes)</li> <li>• Teacher displays a South African Flag and learners must mention the light and dark colours as well as the geometric shapes that appear on the flag.</li> </ul>

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) within the S.A Flag.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses the symbols in the flag and the meaning of the colours used in the flag.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> contrast through answering questions.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Learners name specific shapes and colour;( light and dark colours, geometric shapes) within the South African Flag and the Coat of Arms.</li> <li>• Learners discuss the symbols used in the Coat of Arms and the meaning of each symbol.</li> </ul>
	Create in 2-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> art elements; shape and colour in drawing.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the nine provinces of the country</li> <li>• The learners make colourful hand prints of nine different colours on an A3 paper and on each pair of hand prints, they write the name of province and the capital city of the province.</li> </ul> 




VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: use printmaking to create an informal pattern.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw</b> and give own interpretation of drawings.</li> <li>• <b>Use</b> art elements; shape, texture and colour in drawing and painting.</li> <li>• <b>Develop</b> craft skills: <b>Draw and paint</b> using the weeks topic.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher hands out work sheets about national symbols.</li> <li>• Learners draw and paint boarder pattern on an A4 paper, and trace one of the national symbols inside the frame and paint it.(The teacher allows learners to choose different symbols to trace).</li> </ul> 
	<p><b>VISUAL ARTS</b></p> <p>Create in 3D</p>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises indigenous musical instruments.</li> <li>• Teacher demonstrates how to make an indigenous musical instrument.</li> </ul>




VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: <b>create</b> an indigenous musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create an indigenous musical instrument for example an African spirit drum.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> an traditional Shield using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traditional weapons.</li> <li>• Teacher demonstrates how to make a traditional weapon using recycled materials.</li> <li>• Learners create a traditional weapon for example a traditional shield.</li> </ul> 
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 2 : First Year</b></p>



VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of a traditional African print.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises traditional African prints.</li> <li>• Learners create a picture with a traditional African print.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a pattern used on a traditional African necklace.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traditional African patterns.</li> <li>• Learners create a pattern used on a traditional African necklace.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the colours of the South African flag.</li> <li>• Teacher revises working with epoxy or resin.</li> </ul>

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a pin button of the South African flag using epoxy or resin.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a pin button of the South African Flag using epoxy or resin.</li> <li>• Learners create a pin button of the South African flag using resin or epoxy.</li> </ul> 
		<p><b>Grade 2 : Swcond Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: decorate a pen or a pencil with the colours of the South African flag using beads.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the colours of the South African Flag.</li> <li>• Teacher demonstrates how to use beading to decorate a pen and a pencil.</li> <li>• Learners decorate a pen or a pencil with the colours of the South African Flag using beads.</li> </ul> 
6-7	<b>VISUAL ARTS Communication in our world</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher hands out a worksheet with different ways of communications and learners must tell specific shapes and draw a specific shape next to a picture e.g. a TV is rectangular etc.</li> <li>• Group discussion on old and new ways of</li> </ul>





VISUAL ARTS GRADE 2 Term 4			
	<b>Visual literacy</b>	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) and contrasts through answering questions</li> </ul>	<p>communication for example fax machines, telephones, tablets, cell phones.</p>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) and contrasts through answering questions</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher gives out a worksheet with different shapes and colours and learners must cut them out, sort them according to specific shapes and also according to specific colours, and paste the shapes on a chart.</li> <li>• Teacher shows examples of post stamps and discusses the symbolic meaning of some of the stamps as well as new ways to communicate for example email or fax.</li> </ul>
	<b>Create in 3-D</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a cell phone with polymer clay.</li> </ul>

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: <b>Use</b> clay modelling informally.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners model clay informally and make a cell phone as a means of auditory communication.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: <b>Use</b> greater detail in play dough/clay modelling; rolling, pulling, pinching</li> </ul>	<p><b>Grade 2 : Second Year</b></p>  <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a computer using polymer clay.</li> </ul>  <ul style="list-style-type: none"> <li>• Learners create a computer/TV as a means of visual communications.</li> </ul>
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises sign language skills.</li> </ul>

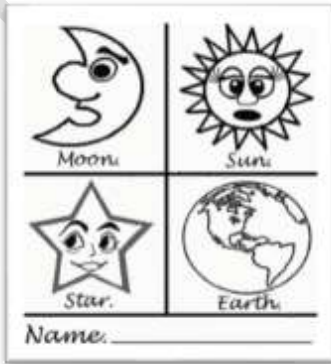

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture using the sign language for "I love you".</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture using the sign language for "I love you".</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> different sign language words using card board and straws.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises sign language skills.</li> <li>• Learners create different sign language words using card board, a handprint and straws.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a telephone using recycled boxes.</li> </ul> 



VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: <b>create</b> a telephone using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a telephone using cardboard boxes</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a “telephone” using recycled tins.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a “telephone” using recycled tins and rope.</li> <li>• Learners create and decorate a “telephone” using recycled tins and rope.</li> </ul> 
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> sticky note clipboards.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises methods of communication.</li> <li>• Teacher demonstrates how to make sticky note clipboards.</li> <li>• Learners create sticky note clipboards using coasters, scrapbook paper and binder clips.!</li> </ul> 
		<p><b>Grade 2 : Swcond Year</b></p>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises communication methods.</li> </ul>




## VISUAL ARTS GRADE 2 Term 4



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> cards demonstrating the sign language of the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create cards demonstrating the sign language of the picture.</li> </ul>	
8-9	<b>VISUAL ARTS</b>  <b>Night life</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> 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.</li> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) and contrasts through answering questions;</li> <li>• <b>Identify</b> night animals in pictures.</li> </ul>	  <p>name shapes, colours and explain contrast in each picture.</p> <ul style="list-style-type: none"> <li>• Learners discuss the contrast between light and dark.</li> <li>• Learners discuss creatures living in the dark</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher displays three pictures and learners must</li> </ul> 

## VISUAL ARTS GRADE 2 Term 4

		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"><li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li><li>• <b>Respond</b> to and <b>discuss</b> 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.</li><li>• <b>Name</b> specific shapes and colour ;( light and dark colours, geometric shapes) and contrasts through answering questions.</li></ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"><li>• Teacher gives out worksheets about sun, moon, stars and the earth they must colour to show contrast light and dark colours.</li></ul> 
Create in 2-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Develop</b> fine –motor and sensory coordination.</li><li>• <b>Use</b> art elements of shape and colour in drawing and painting.</li><li>• <b>Develop</b> craft skills: <b>Draw and paint</b> pictures using the week’s topic.</li><li>• <b>Develop</b> craft skills: create a picture of night life.</li></ul>	<p><b>Grade 2 : First Year</b></p>  <ul style="list-style-type: none"><li>• Teacher revises people who work at night as well as night animals.</li><li>• Learners draw pictures of people who work at night as well as night animals for example an owl or a hamster.</li></ul>	

VISUAL ARTS GRADE 2 Term 4			
			<ul style="list-style-type: none"> <li>Learners create a picture of night life by using black paper and paste moon and stars with gold paper of foil on the picture.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Use</b> colour to create a pattern.</li> <li><b>Develop</b> craft skills: create a picture of night life.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises night life.</li> <li>Learners create a picture of night life with moon, stars and night animals for example a night owl.</li> </ul> <div>  </div>
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> craft skills: <b>create</b> a picture of a night animal for example a bat..</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises night animals.</li> <li>Learners create a picture of a night animal using cupcake liners for example a bat.</li> </ul> <div>  </div>
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of the moon using puffing paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises night life.</li> <li>• Teacher demonstrates how to make puffing paint.</li> <li>• Learners create a picture of the moon using puffing paint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> moon rocks..</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises night life.</li> <li>• Teacher demonstrates how to make moon rocks.</li> <li>• Learners create moon rocks using bicarbonate of soda and glitter.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises night animals.</li> <li>• Teacher demonstrates how to make an owl using a pine cone.</li> </ul> 

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a night animal using natural materials for example a pine cone.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a night animal using natural materials for example an owl.</li> </ul>
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a moon and stars mobile.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises night animals.</li> <li>• Teacher demonstrates how to make a moon and stars mobile.</li> <li>• Learners create a moon and stars mobile.</li> </ul> 
		<p><b>Grade 2 : Swcond Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> an owl using polymer clay.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises night animals.</li> <li>• Teacher demonstrates how to make an owl using polymer clay.</li> <li>• Learners create an owl using polymer clay.</li> </ul> 

## FORMAL ASSESSMENT TASK: GRADE 2

### GRADE 2: 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.

#### PERFORMING ARTS

##### Creative games and skills

**Choose one activity for each term and reflect on two (2) assessment goals for the activity.**

- **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

#### Improvise and interpret

**Choose one activity for each term and reflect on two (2) assessment goals for the activity.**

- **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

## **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.

- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, puffy paint, wax crayons, oil pastels, recycled materials, cotton buds.

### **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 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 juice cartons, pipe cleaners, beads, bottle lids, clay or card board boxes
- **Create** a 3D art work using natural materials or recycled materials.