

PUBLIC COMMENT

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SECTION 1:

INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT: TECHNICAL OCCUPATIONAL

1.1 Background

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. There are learners participating in the General Education and Training Band who have an interest and talent in applied knowledge and in technical and vocational skills subjects which are currently not available in the National Curriculum Statement, Grades R to 12 (2011). This cohort of learners should be given an opportunity to achieve a formal qualification or recognition of achievement towards a qualification that is related to any vocational and occupational learning within their area of interest and aptitude.

This Subject Statement has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols approved by the Department of Basic Education and who will benefit from curriculum content that is aligned to the Senior Phase of the National Curriculum Statement at a more applied and functional level in accordance with their interest and aptitude.

It is critical, that through differentiated methodologies, the learners enrolled for this qualification will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum theoretical requirements of the respective grades of the senior phase. There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies (language and numeracy) relevant to the specific subject, so that they are in a position to demonstrate the practical competencies that they have mastered which will make it possible for them to progress to further education and training pathways.

The learning programme will be structured in such a way that it would adequately prepare learners to progress onto the academic, technical vocational or technical occupational pathways of the Further Education and Training Band, albeit with endorsement. It will also enable learners across the range of competencies and aptitudes to obtain a recognised and accredited qualification or certificate of attainment.

The programme aims at contributing to the ideal of education to produce learners who will function **meaningfully** and **effectively** in the society, be able to enter future **careers** and be equipped to meet the requirements of the **economy** (local and global).

1.2 Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for technical occupational education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) National Curriculum Statement, Grades R to 12 (2011) together with the National Protocol for Assessment and the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement, Grades R to 12;
- (ii) Draft Technical Vocational Subject Statements listed in the Draft General Certificate of Education: Technical Occupational, a Qualification at Level 1 on the National Qualification Framework;
- (iii) General and Further Education and Training Quality Assurance Act, 2001 (Act No.58 of 2001); the General and Further Education and Training Amendment Act, 2008 (Act No 50 of 2008); the NQF Act, 2008 (Act no 67 of 2008) and the Continuing Education and Training Act, 2006 as amended by Act No 3 of 2012 and Act No 1 of 2013;
- (iv) The General and Further Education and Training Qualifications Sub- Framework (August 2013);
- (v) Standards and quality assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (vi) Policy and regulations pertaining to the conduct, administration and management of assessment for the General Education and Training Certificate in Skills and Vocational Training: A qualification at Level 1 on the National Qualification Framework (NQF);
- (vii) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (viii) The United Nations Convention on the Rights of Persons with Disabilities adopted by the United Nations General Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ix) The White Paper on the Rights of Persons with Disabilities, 2015;
- (x) Section 11 of the Children's Act (2007);
- (xi) Chapter 5, section 76 of the Children's Act as amended (2007);
- (xii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiii) Skills Development Act, 1998 (Act 97 of 1998); and

- (xiv) Assessment Policy for Qualifications and Part Qualifications on the Occupational Qualifications Sub-Framework (OQSF), 2014 of the QCTO.

1.3. General Aims of the Technical Occupational Curriculum

- (a) The National Curriculum Statement, Grades R to 9 gives expression to the knowledge, skills and values worth learning in South African schools. The Technical Occupational Curriculum aims to ensure that learners, irrespective of their abilities, have the opportunity to develop competences for meeting challenges and taking up opportunities in the fast changing 21st century and are also guided to apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives, including the demands of the fourth industrial revolution. Sustaining development-relevance in the face of constant and rapid change requires curricula to be lifelong learning systems in their own right, capable of constant self-renewal and innovation.
- (b) The curriculum serves the purposes of:
- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
 - Promoting critical thinking, creativity and innovation, communication, collaboration, information, media and ICT literacies, flexibility and adaptability, initiative and self-direction, social and cross-cultural, productivity and accountability, leadership and responsibility and life-long learning;
 - Facilitating the transition of learners from education institutions to the workplace;
 - Providing employers with a sufficient profile of a learner's competences.
 - Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
 - Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
 - Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.
- (c) The curriculum is based on the following principles:
- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
 - Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;

- High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
 - Progression: content and context of each grade shows progression from simple to complex; and
 - Human rights, inclusivity, environmental, gender and social justice and equality: infusing the principles and practices of social justice and human rights as defined in the Constitution of the Republic of South Africa as well as the greening of the economy.
- (d) Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011), as well as the Standard Operating Procedures for Accommodations in Assessment (2016).

1.3.1. The aims of the General Certificate of Education: Technical Occupational

The specific aims of the qualification are to:

- Give recognition to learners who would meet the requirements and achieve the competencies as specified in the Exit Level Outcomes and associated Assessment Criteria as set out in the GFETQSF along differentiated pathways;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them for life after school and enable them to access particular employment or occupational workplace-based learning. It may also enable the learners to access a vocational qualification at a Technical and Vocational Education Training College;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in the workplace;
- Prepare learners to function better in a fully inclusive society and workplace; and
- Provide employers with a profile of the learner's competence.

Learners successfully completing the qualification will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;

- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the subject statement;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Have the ability to apply knowledge and skills in changing contexts;
- Reflect on their learning in order to promote an interest in learning and further study; and
- Demonstrate basic entrepreneurial skills that will enable them to create their own work and business opportunities in the contexts in which they live.

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1.4. Subjects and Time Allocation

Instructional Time for the Technical Occupational Learning Programmes is 27½ hours in a five-day cycle

Subjects		Time	
General Education			
Languages (Home Language and First Additional Language)		3 Hours for Home Language	
All 11 official languages (Afrikaans, English, isiNdebele, isiXhosa, isiZulu, Siswati, Sesotho, Setswana, Sepedi, Tshivenda, Xitsonga)		2 hours for First Additional Language	
Mathematics		3 hours	
Life Skills	Personal and Social Well-being (including aspects of Life Orientation, Social Sciences and Economic and Management Sciences)	2½ hours	6 hours
	Physical Education	1 hour	
	Creative Arts	1 hour	
	Natural Sciences	1½ hours from year 2 onwards This time to be used in year 1 to support Languages and Mathematics	
Information Communication Technology			
<p>ICT is a compulsory subject for all learners. It can be offered either as a stand-alone or integrated across various subjects. If offered as a stand-alone a school may use time allocated to the Technical Occupational programme. ICT does not count towards the qualification but is a necessary life-long skill. ICT is not to be confused with the Technical Occupational Subject “Office Administration” which is an elective.</p>			

The table below proposes the learner progression across the years at a School of Skills.

Year 1 Minimum of 1 year of orientation	Year 2	Year 3	Year 4
<p>Base Line Assessment for Language and Mathematics</p> <p>➤ Intervention (ISP)</p> <p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum 2 x SKILLS Across the year</p> <p>Post Assessment</p> <ul style="list-style-type: none"> • Analyse results <p>Progress to Year 2 with appropriate support for Languages and Mathematics</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p>	<p>General Education:</p> <ul style="list-style-type: none"> • Home Language • FAL • Mathematics • Life Skills: <ul style="list-style-type: none"> ✓ Personal Social Wellbeing ✓ Physical Education ✓ Creative Arts ✓ Natural Sciences <p>➤ <u>ICT Enrichment</u></p> <p>Technical Occupational Minimum of 1 Skill</p> <p>GCE: TO Qualification Or Certificate of Achievement</p> <p>(External exam- results verified / moderated)</p>

Note:

Year One is an orientation year and learners must be exposed to a minimum of two occupational skills so that they can select a skill with which they will continue from Year Two. Schools that offer more than the minimum two skills in Year One may adapt the Annual Teaching Plan for Year One to accommodate their rotation system to expose learners to more skills e.g. schools may offer a skill per term for Terms 1, 2 and 3 and learners then select the skill they will specialise in and start it in Term 4. It is important that learners in Year One experience the core competencies of the skills so that an informed choice can be made.

Years Two, Three and Four are the critical years for learners. It is important that learners are exposed to all the Topics and Specific Aims per selected Occupational skill, acknowledging that not all learners will be successful in all of these.

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SECTION 2:

INTRODUCTION TO CREATIVE ARTS

2.1 What is Creative Arts?

Creative Arts is part of a selection of study areas that make up the Life Skills Learning Programme as specified for the GCE: Technical Occupational qualification. The main purpose of the subject Creative Arts is to **appreciate** the arts and develop learners as creative, imaginative individual. **Appreciation** of arts is done through drama, music, dance and visual arts. The Arts cannot be learnt through occasional or random exposure any more than Mathematics or Science can. Arts is what makes us human and complete as people. Integration must be done during the Performing Arts. Creative Arts is not a written examination subject.

2.2 Topics to be studied in Creative Arts

2.2.1 Visual Arts

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

2.2.2 Performing Arts - (**Integrate** Dance, Drama and Music)

- Warm-up
- Creative games and skills
- Improvise and create
- Interpret and perform

2.3 Specific Aims:

The subject aims to:

- teach learners **appreciation** of the arts as a whole and let learners connect with their natural creativity and supinations interaction through the performing arts and visual arts.
- provide learners with the opportunity to express their feelings through music, dance, drama and visual arts.
- encourage learners to be creative, imaginative individuals with an appreciation of arts.
- improve basic literacy and reduce education dropout levels.
- provide basic knowledge and skills to be able to participate in creative activities.
- help develop learners' self- confidence and self- esteem.
- enhance learner attainment through the arts.

- The arts develop neural systems that produce a broad spectrum of benefits ranging from fine motor skills to creativity and improved emotional balance.
- Dance matters because it demands focus.
- Music demands listening skills and a “good will” feeling.

2.4 Requirements for Creative Arts as a subject

2.4.1 Time Allocation

The total number of hours allocated for Creative Arts as part of the Life Skills Learning Programme is 1 hour in a **five-day cycle**.

The table below provides the time allocated and mark weighting for the different study areas.

Study Areas	Time allocation per week	Time allocation per year and % weighting			
		Year 1	Year 2	Year 3	Year 4
Personal Well-being	2½ hours	100 hours 60%	100 hours 50%	100 hours 50%	75 hours 50%
Physical Education	1 hour	40 hours 20%	40 hours 15%	40 hours 15%	30 hours 15%
Creative Arts	1 hour	40 hours 20%	40 hours 15%	40 hours 15%	30 hours 15%
Natural Sciences	1½ hours	x	60 hours 20%	60 hours 20%	45 hours 20%
Total	4 ½ hours Y1 6 hours Y2-4	180 hours	240 hours	240 hours	180 hours
Weeks		40	40	40	30 - No new work in term 4

2.4.2 Resources

2.4.2.1 Infrastructure, equipment and finances

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

Infrastructure

- Fully equipped classroom where there is appropriate open space for the performing arts e.g. a hall or larger classrooms.
- Safety Rules posters MUST be clearly displayed in the Creative Arts classroom.
- Creative Arts educators should always stick to the occupational health and safety measures in the classroom at all times.
- Running water with suitable wet area.

Educator

In choosing a Creative Arts educator the following needs to be considered:

When the school management team identifies an educator to teach Creative Arts they need to consider the educator's subjects and passion. If an educator is nominated to teach the subject it is important that the educator will stay in the subject for at least 3-5 years to enable training and understanding of content.

Equipment

Suggested but not mandatory for the subject.

N.B Purchase that which is needed for the task. Recycled materials can be used.

CAPS document, textbooks, teachers' manuals and learner workbooks.

VISUAL ART	PERFORMING ARTS
<p>PAPER</p> <ul style="list-style-type: none">• A3 paper for VA final drawings or paintings. (± 10 pages per learner)• A3 boxes = 5x 500 White 180 Gram thick paper for printing and Scraper board (100x pack) 2 Per learner.• Cardboard (recycled)• Cartridge paper• Newspaper print• A3 Drawing book or Flip File	<p>Found or homemade instruments:</p> <ul style="list-style-type: none">• Rhythmic sticks• Shakers• Bells• Wooden sandpaper Membranophones• Chordophones• Aero-phones• Ideophones
<p>BRUSHES: No 00, 4, 6, 10, 12, 15</p> <ul style="list-style-type: none">• Bristle and eternal	<p>Floor comforters/mats</p>

<p>PAINT:</p> <p>One could only use one type of paint.</p> <p>Not all is required.</p> <p>500ml Ready Mix</p> <ul style="list-style-type: none"> • Tempra • Fabric • PVA • Acrylic <p>Water paint</p> <p>Colours needed to be bought because through mixing the primary colours one will be able to create all other colours.</p> <ul style="list-style-type: none"> • Primary Red or Brilliant red • Primary Yellow or Brilliant Yellow • Primary Blue or Brilliant Blue • Black • White 	<p>Musical instruments: found or homemade or if a learner plays the instrument he can bring it from home.</p> <ul style="list-style-type: none"> • Guitar • Violin • Strings • Trumpets • Glockenspiel • Drums, e.g. bongo drum, Djembe drum
<p>PENCILS</p> <ul style="list-style-type: none"> • HB and or 2B pencils • H pencils <p>Colouring pencils</p> <p>(Some learners buy their own)</p> <p>Boxes with 12 colouring pencils. Preferable Steadler or Faber Castelle or aquarelle pencils (these are found at any wholesale company and usually has a paintbrush on the pencil or a fish indicating it is a water-soluble pencil)</p>	<p>Stage/classroom space/open space</p> <p>Mirror large in the back of the room or at the sides of the class room</p> <p>Music center with proper speakers</p> <p>C.D. or audio devices (different genre's of music e.g. Classic, pop, rock, drumming, opera etc. The CD player can be replaced by an interactive white board or a data projector with speakers.</p>
<p>Other</p> <ul style="list-style-type: none"> • Scissors • Glue: e.g. ponal, bostic clear and pritt • Eraser • Sharpener • Coloured inks • Koki pens, Food colouring can be an alternative for paints 	<p>Props e.g.</p> <ul style="list-style-type: none"> • Hats • Shoes • scarfs • Masks • kierie • boa's • glasses • traditional blanket

Earth ware: - Ceramic clay - Handmade clay Paper maché - Air drying clay	Stage Blocks in different sizes (Drama)
Wax crayons (thick)	Computer and data projector
Pastels (oil)	
Recycling material e.g. ice cream sticks, containers, etc.	A4 exercise book e.g.72 pages
Appropriate tables and chairs	
A4 exercise book	
A3 Flip file to be used as learner portfolio file	

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 funding must make provision for maintenance of equipment and the replacement over the years. Budgeting to take place annually before September for the following year. A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

2.5 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. It may lead into other professional careers such as **Careers in Art**.

Studio Arts

Sketch Artist	Set Designer	Art Director	Art Critic	Art Educator
Illustrator	Art Appraiser	Art Dealer	Exhibit Design	Gallery Assistant
Cartoonist	Art Curator	Art Collections Management	Art Conservation	Art Preservation
Art Restoration	Art Archive Management	Sculptor	Fibre Artist	Painter
Art Publisher	Art Therapist	Art Advocate	Art Historian	Art Librarian

2-D Artist

Caricaturist	Court Artist	Sketch Artist	Commercial Artist	Storyboard Artist
Medical Illustrator	Layout Designer	Print Maker	Illustrator	Painter

3-D Artist

Architect	Model Maker	Urban Planner	Landscape Architect	Interior Designer
Set Designer	Silversmith	Metal smith	Ceramist	Sculptor
Artisan	Drafter			

Photo and Film

Film Editor	T.V. Director	Cinematographer	Photo Journalist
Fashion Photographer	Police Photographer	Aerial Photographer	Photographic Retouched
Camera Operator	Lighting Specialist	Commercial Photographer	Documentary Film Maker
Media Production Specialist	Food Photographer	Events Photographer	Science Photographer

Applied Artists

Makeup Artist	Toy Designer	Cake Decoration	Costume Designer
Floral Designer	Quilt Maker	Automotive Designer	Fashion Designer
Class Designer	Tattoo Artist	Footwear Designer	Jewellery Artist

Performing Artists

Producer	Radio Artist	Motion pictures	Special effects Technician	Set Construction	Casting Team	Stage singer
Promoters	Voice Artist	Actors	Stage Management	Theatre Administration	Casting Manager	Backup Dancer
Fundraising and Development	Animation Video's	Stage Directors	Set Designer	Costume Designers	Technical Director	Choreographer
Sound engineer & technicians	Hair and make-up Designer	Wardrobe Tech	Commercial Dance	Casting Director	Coaching	Talent Agent

Music

Artist/Talent Representation	Vocalists	Boom Operator	Music Librarian	Music Publishing
Music Video Producer	Production Mixer	Audio Technician	Composter	Music Editing
Stage Manager	Midi Engineering	Music Teacher	Music Researcher	Music ranger

Digital Artist

Animator	Software Developer	Package and Brand Designer	Desktop Publisher	Logo Designer
Web Designer	Special Effect Artist	Interactive Media Designer	Typographer	Graphic Designer
		Video Game Designer	Interactive Media Designer	

SECTION 3:

OVERVIEW OF TOPICS PER TERM AND ANNUAL TEACHING PLANS

3.1 Content overview per year

3.1.1 Visual Arts

**Visual Literacy is the build-up knowledge to 2D as well as 3D.
The themes should collaborate with each other.**

TERM 1				
TOPIC	Year 1	Year 2	Year 3	Year 4
Visual literacy	<ul style="list-style-type: none"> Observe and discuss visual stimuli using pictures (magazines, newspapers etc.) photographs, pictures, magazines, and real objects of famous art works. Art elements must be taught: line, colour, tone, shapes, texture, form etc. 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in pictures (magazines, newspapers etc.) photographs and real objects to identify and name all art elements in images related to things that fly. Observe and discuss stimuli in photographs pictures (magazines, newspapers etc.), and real objects to identify and name contrast in images related to things that fly. Art elements must be taught: line, colour, tone, shapes, texture, form etc. 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in pictures (magazines, newspapers etc.) photographs, artworks and real objects to identify and name complementary colour images of own images of self or others. Took out duplication of above. Art elements to be taught: focal point contrast in colours and tone. 	<ul style="list-style-type: none"> <i>Observe and discuss visual stimuli in pictures (magazines, newspapers etc.) photographs, artworks and real objects to identify monochromatic colour in images of architectural structures.</i> <i>Observe and discuss visual stimuli in photographs, pictures, magazines and newspapers</i> <i>Artworks and real objects to identify and name balance in architectural structures. Art elements must be taught: line, colour, tone, shapes, texture, form etc.</i>

<p>Create in 2D</p>	<ul style="list-style-type: none"> • Drawing and/ or colour media: exploring a variety of media and techniques • Art elements: primary and secondary colours • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> • Drawing and/ or colour media: exploring a variety of media and techniques • Art elements: primary and secondary colour used in own knowledge of things that fly. • Design principles: emphasis on used in own images of self and others in local environment. • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> • Drawing and/ or colour media: exploring a variety of media and techniques • Art elements: use complementary colour in own images of self and others. • Design principles: emphasis on used in own images of self and others. • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> • Drawing and/ or colour media: exploring a variety of media and techniques • Art elements: monochromatic colour used in own images in architectural structures. • Design principles: balance used in own images of architectural structures. • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts (the fond was 9 and I changed it to 10 like all the others)
<p>Create in 3D</p>	<ul style="list-style-type: none"> • Skills and techniques • Art elements: texture, shape/ form used in own models referring to visual literacy and 2D • Refer back to visual literacy so it will help learners to integrate the 	<ul style="list-style-type: none"> • Skills and techniques: earthenware or other clay • Art elements: texture, shape/form used in the image explored in visual literacy and 2D • Design principles: use of contrast 	<ul style="list-style-type: none"> • Skills and techniques: using cardboard, silicon sealer etc. • Art elements: reinforce texture, shape/form in the image explored in visual literacy and 2D • Design principles: introduce emphasis in own models that is in 	<ul style="list-style-type: none"> • Skills and techniques: recyclable materials. • Art elements: reinforce texture, shape/form in images explored in visual literacy and 2D • Design principles: introduce balance in own

<p>3D continues</p>	<p>practical with the visual concepts</p> <ul style="list-style-type: none"> • Spatial awareness: conscious use of space • Appropriate use of tools 	<ul style="list-style-type: none"> • Spatial awareness: conscious use of space • Appropriate use of tools • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts. 	<p>the interest of the child. (Guidance from the educator)</p> <ul style="list-style-type: none"> • Spatial awareness: reinforce conscious awareness of space. • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<p>models.</p> <ul style="list-style-type: none"> • Spatial awareness: reinforce conscious awareness of working in space • Appropriate tidiness and sharing of space • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts
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3.1.2 Performing Arts

The following performing literacy should be used throughout year 1 – 4 in each term.

Expressive Skills, movement, facial expressions, gesture, voice, soundscape, reflection, set-up, conflict, resolution, improvisation, character, rhythm, tempo, duration, chorus, verse etc.

TERM 1				
TOPIC	Year 1	Year 2	Year 3	Year 4
Warm-up and play	<ul style="list-style-type: none"> Active relaxation in stillness and movement Travelling Name games Concentration and listening games Voice warm up, using humming Action songs to accompany physical warm ups Performing literacy Music elements: beats, pitch, dynamics and tempo 	<ul style="list-style-type: none"> Active relaxation stillness and movement Travelling (took out name games) Concentration and listening games Creativity games: exploring rhythm, music, trust and awareness and sensory awareness. Introduction of a story line; beginning middle and end by using known stories children has heard about Voice warm up using humming Performing literacy 	<ul style="list-style-type: none"> Rhythmic games using body percussion and movement Physical warm up for co-ordination and control Vocal warm up Singing warm up e.g. unison and or with actions Concentration and focus games Basic dance steps introduction e.g. ballet Performing literacy 	<ul style="list-style-type: none"> Body percussion games Physical warm ups Vocal warm ups: humming, yawning, sighing. Vocal warm up for co-ordination and control. Concentration and focus games. Sound pictures using found and made instruments of different tone colour and pitch to express a mood or idea. Using African folk songs or traditional stories. Cool downs Performing literacy

<p>Improvise and create</p>	<ul style="list-style-type: none"> • Short rhythm patterns using body percussion • Locomotor and non-locomotor movements • Performing literacy 	<ul style="list-style-type: none"> • Short rhythm patterns using body percussion and/or percussion instruments. • Locomotor and non-locomotor movements • Rhythm patterns, combining locomotive movements. • Performing literacy 	<ul style="list-style-type: none"> • Locomotor and non-locomotor movement sequences • Mimed actions, using the five senses • Performing literacy 	<ul style="list-style-type: none"> • Music phrases with voice and/ or with instruments • Movement sequences inspired by sound pictures to express a mood or idea. • Simple rhythmic patterns on a drum or equivalent instrument. • Sound pictures using found and made instruments • Movement sequences inspired by sound pictures. • Performing literacy
<p>Interpret and perform</p>	<ul style="list-style-type: none"> • Rhythms using body percussion • Songs, in unison, in tune and in time to accompaniment of the group. <p>Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls, etc.</p>	<ul style="list-style-type: none"> • Rhythms using body percussions and/ or percussion instruments <p>Movement sentences, using props, including cans, stones, newspapers, materials. chairs, balls, etc.</p>	<ul style="list-style-type: none"> • Movement sequences exploring contrasts • Mime sequences around a central action <p>Musical phrases with voice and / or instruments</p>	<ul style="list-style-type: none"> • An African folktale or traditional story <p>Simply rhythmic patterns on a drum or equivalent</p>

3.1.3 Visual Arts

Visual Literacy is the build-up knowledge to 2D as well as 3D.

The themes should collaborate with each other.

TERM 2				
TOPIC	Year 1	Year 2	Year 3	Year 4
Visual literacy	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, magazines and real objects to identify and name all art elements in objects that one finds in an interior decorating piece or a decorative item in the garden 	<ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs, pictures and real objects to identify and name all art elements in logos in the fashion world e.g. Nike, Puma etc. Art elements and design principles: choose 5 out of each category to use in this project (guided by the educator) 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in creating comic strips characters Use the film industry to help with discussions Discuss different kinds of comic strips and the differences between them 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in pattern-making and/or radiating patterns found in buildings. Took out this bullet because it does not correlate with the weekly planning.
Create in 2D	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Arts elements: line shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series 	<ul style="list-style-type: none"> Find examples of artistic logos and lettering and or pattern-making in logos in the fashion environment Design your own usable fashion product, design it through using the art elements and design principals you chose and design a logo that will enhance your 	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Art elements: complementary colours, shapes Design principles: emphasis and size, sequencing Refer back to visual literacy so it will help learners 	<ul style="list-style-type: none"> Experimenting with printing and printing techniques Art elements: use in the description of buildings. Design principles: balance, contrast, harmony and proportion and size. Refer back to visual literacy so it

	<ul style="list-style-type: none"> Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<p>product.</p> <ul style="list-style-type: none"> Art elements and design principles: use any three in each category. Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<p>to integrate the practical with the visual concepts</p>	<p>will help learners to integrate the practical with the visual concepts</p>
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PUBLIC COMMENT

<p>Create in 3D</p>	<ul style="list-style-type: none"> • Skills and techniques in pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form used in own construction of interior decorating pieces or garden decorating objects • Design principles: introduce proportion • Appropriate use of tools. Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> • Display skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials in designing a fashion product with logo using chosen art elements and design principles • Network with other workshops • Refer back to the 2D product and use the visual literacy as guidance. • Spatial awareness: use space consciously, e.g. front, back and sides of objects 	<ul style="list-style-type: none"> • Skills and techniques in pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: use all art elements in the creating of characters used in comic strips • Spatial awareness: reinforce conscious awareness of working in space • Appropriate use of tools • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> • Skills and techniques in pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce in own construction of your own building • Design principles: use balance in own construction. • Spatial awareness: use of shallow and deeper space in own relief construction. Some areas extending further into space than others • Appropriate tidiness and sharing of space • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts
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3.1.4 Performing Arts

The following elements of performing literacy should be used throughout year 1 – 4 in each term.

Performing Literacy: Expressive Skills, movement, facial expressions, gesture, voice, soundscape, reflection, set-up, conflict, resolution, improvisation, character, rhythm, tempo, duration, chorus, verse etc.

TERM 2				
TOPIC	Year 1	Year 2	Year 3	Year 4
Warm-up and play	<ul style="list-style-type: none"> Imaginative breathing exercises Movement responses to sound pictures Rhythmic patterns using body percussion instruments Improvisation and creating own activities using Drama elements Rhythmic games Creative games using music and movement Performing literacy 	<ul style="list-style-type: none"> Locomotive and non-locomotive exercises Body parts isolations in warm ups as part of imaginative experience Travel Directional call and response and rhythmic games in general space Rhythmic games Actively relax in stillness and movement Performing literacy 	<ul style="list-style-type: none"> Vocal warm up Physical warm up for co-ordination and control Creating melodic and rhythmic phrases Dance sequences exploring movement range of each body part Spatial awareness games Performing literacy 	<ul style="list-style-type: none"> Physical warm up for co-ordination and control Cool downs Movement sequences, using elements of dance including time, rhythms and space Vocal warm up Spatial awareness games Cool downs (including stretches and flowing movements) Performing literacy
	<ul style="list-style-type: none"> Sound pictures based on themes Movement responses to sound pictures Performing 	<ul style="list-style-type: none"> Instruments using found objects Sound pictures based on themes Movement responses to 	<ul style="list-style-type: none"> Movement sequences, using transfers of weight from different body parts 	<ul style="list-style-type: none"> Simple rhythmic patterns on a drum or equivalent instruments to

<p>Improvise and create</p>	<p>literacy</p>	<p>sound pictures</p> <ul style="list-style-type: none"> • Combination of movement sentences, freezes and miming • Voice warm ups • Action songs • Performing of songs in unison that is in tune and in time • Listening games • Performing literacy 	<ul style="list-style-type: none"> • Movement sequences using transfers of weight form different body parts • Dance sequences exploring the movement range of each body part • Physical warm ups for co-ordination and control • Sensory games • Combination of two of more movements with a partner • Performing literacy 	<p>explore</p> <ul style="list-style-type: none"> • Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus • leading with different body parts and considering eye contact and focus • Performing literacy
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<p>Interpret and perform</p>	<ul style="list-style-type: none"> • Songs to demonstrate difference in pitch and note values • Rhythmic patterns using body percussion or percussion instruments • Movement sentences, using units of action • Performing literacy 	<ul style="list-style-type: none"> • Songs to demonstrate difference in pitch and note values • Rhythmic patterns using body percussion or percussion instruments • Movement sentences, using units of action • Performing literacy 	<ul style="list-style-type: none"> • Mime sequence using sensory detail and emotional expression, and showing weight, size and shape. • Dance sequence exploring the movement range of each body part • Performing literacy 	<ul style="list-style-type: none"> • Select a cultural dance; observe and discuss it • Simple rhythmic patterns on a drum or equivalent, exploring techniques • Performing literacy
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3.1.5 Visual Arts

Visual Literacy is the build-up knowledge to 2D as well as 3D.

The themes should collaborate with each other.

TERM 3				
TOPIC	Year 1	Year 2	Year 3	Year 4
Visual literacy	<ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs, artworks and real objects to identify and name all art elements in images of any animal the learner knows 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of landscapes or still life Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images of landscapes or still lives 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images reptiles, insects, etc. Art element: shapes, size and all colours taught since year 1 up to now. 	<ul style="list-style-type: none"> Observe images in magazines, newspapers and pictures on different kinds of Marquette's standing in front of museums in and around South Africa. Compare these Marquette's to one another through discussion and looking at all Art elements and design principals Emphasis on the observation of a still life to make a public comment in creating a Marquette for a museum
Create in 2-D	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Art elements: use related colour in own images of any animal the learner knows. Refer back to 	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Art elements: use related colour in own images of landscapes or a still life Design principles: 	<ul style="list-style-type: none"> Explore with any media Art elements: reinforce relevant art elements through use in own images of reptiles, insects, etc. Design principles: reinforce design 	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Art elements: overview of developed use of all art elements found in own images of a

	<p>visual literacy so it will help learners to integrate the practical with the visual concepts</p>	<p>reinforce use of contrast and proportion through own images of landscapes or a still life</p> <ul style="list-style-type: none"> Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<p>principle emphasis through use in own images of reptiles or insects</p> <ul style="list-style-type: none"> Design principles: reinforce design principles emphasis and vocal point through the use in images of reptiles or insects Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<p>Marquette for a museum.</p> <ul style="list-style-type: none"> Design principles: reinforce relevant design principles found in own images of a Marquette for a museum Painting: deepening and extend colour mixing Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts
<p>Create in 3-D</p>	<ul style="list-style-type: none"> Skills and techniques: earthenware clay or any other type of clay Arts elements: texture, shape/form reinforced through own modelling of an animal the learner knows Spatial awareness: reinforce conscious awareness of extending parts of models into space, e.g. model to be viewed from front, back and sides Appropriate use of tools. Refer back to visual literacy 	<ul style="list-style-type: none"> Skills and techniques: earthenware clay or any other type of clay Arts elements: texture, shape/form, colour reinforced through own modelling of a landscape image e.g. tree, flowers etc. or a still life object led by the educator in the discussions during visual literacy and the integration of the 2D image Design principles: reinforce conscious use and naming of contrast and 	<ul style="list-style-type: none"> Skills and techniques: earthenware clay Arts elements: texture, shape/form, colour reinforced through modelling own reptiles, insects, etc. Design principles: reinforce emphasis through use in own models of reptiles, insects, etc. Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can 	<ul style="list-style-type: none"> Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials Art elements: reinforce relevant art elements through own construction of buildings a Marquette for a museum Design principles: reinforce relevant design principles through use in own construction Spatial awareness: reinforce conscious awareness of working in deep

	<p>so it will help learners to integrate the practical with the visual concepts</p>	<p>proportion in own modelling of a landscape image e.g. tree, flowers etc. or a still life object led by the educator in the discussions during visual literacy and the integration of the 2D image</p> <ul style="list-style-type: none"> • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides • Appropriate use of tools • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<p>extend into space</p> <ul style="list-style-type: none"> • Appropriate use of tools • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<p>and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space</p> <ul style="list-style-type: none"> • Appropriate use of tools • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts
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3.1.6 Performing Arts

The following elements of performing literacy should be used throughout year 1 – 4 in each term.

Performing Literacy: Expressive Skills, movement, facial expressions, gesture, voice, soundscape, reflection, set-up, conflict, resolution, improvisation, character, rhythm, tempo, duration, chorus, verse etc.

TERM 3				
TOPIC	Year 1	Year 2	Year 3	Year 4
Warm-up and play	<ul style="list-style-type: none"> • Warm up ritual built up including spinal warm up and arm swings • Movement responses to different types of music • Concentration and focus games • Sensory awareness games as well as mirror image games • Voice warm ups • Call and response games as well as focus games in speaking • Action songs • Sound pictures • Singing Folk songs • Developing a story line • Performing literacy 	<ul style="list-style-type: none"> • Warm up ritual built up • Movement responses to different types of music • Sound pictures • Concentration and focus games • Movement sequences exploring verbal dynamics in action words • Indigenous and cultural songs • Creating a story line • Performing literacy 	<ul style="list-style-type: none"> • Physical warm up for co-ordination and control • Vocal warm up • Singing warm up • Trust games, in pairs • Cool downs • Performing literacy 	<ul style="list-style-type: none"> • Physical warm up for co-ordination and control • Vocal warm up • Leading, following and reaction games • Story development games • Cool downs • Performing literacy
Improvise and create	<ul style="list-style-type: none"> • Movement responses to different types of music • Movement sequences exploring verbal dynamics in words 	<ul style="list-style-type: none"> • Movement responses to different types of music, exploring how mood of music informs mood of movement, and 	<ul style="list-style-type: none"> • Musical phrases, in pairs, using repetition, accent, call and response, and/or echo • Balancing in different ways on 	<ul style="list-style-type: none"> • Vocal warm ups (including humming on voiced consonants and vowels and resonance • Short dialogues,

	<p>such as action words, directional words</p> <ul style="list-style-type: none"> • Creating a story lined with a beginning, middle and end • Performing literacy 	<p>vice versa</p> <ul style="list-style-type: none"> • Took out repetition on previous column • Voice projections and facial expressions • Exploring characters, using props as stimulus • Performing literacy 	<p>one leg, alone and with a partner</p> <ul style="list-style-type: none"> • Partner skills such as copying, leading, following and mirroring • Movement phrases in pairs using 'question and answer' and 'meeting and parting' • Pair role-plays, using appropriate body language, movement, facial expressions, gestures and voice control • Performing literacy 	<p>exploring conflict within a specific context</p> <ul style="list-style-type: none"> • Story developing • Vocal warm ups including at least two cultural traditions of S.A, considerate dynamics, melodic and rhythmic patterns • Performing literacy
Interpret and perform	<ul style="list-style-type: none"> • Building of drama from a stimulus: Develop storyline • Sound pictures using instruments • Please note, the drama activity will develop over two terms and is completed in term 4. • Performing literacy 	<ul style="list-style-type: none"> • Building of drama from a stimulus: Characters. Develop storyline • Songs to improve ability to sing in tune • Sound pictures using instruments This activity stretches over two terms and will be completed in term 4 • Performing literacy 	<ul style="list-style-type: none"> • Group role-play using characters created in topic 2 • Performing literacy 	<ul style="list-style-type: none"> • Singing warm ups • Songs need: style and mood settings • Physical warm ups • Cool downs • Movement sequences • Performing literacy

3.1.7 Visual Arts

Visual Literacy is the build-up knowledge to 2D as well as 3D.

The themes should collaborate with each other.

TERM 4				
TOPIC	Year 1	Year 2	Year 3	Year 4
Visual literacy	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in terms 1 - 3 Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in all work done from term 1 - 3 	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements through using work done during the whole year Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in images using work done during the whole year 	<ul style="list-style-type: none"> N/A
Create in 2-D	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Art elements: reinforce all colours taught own images of the natural world around us Refer back to visual literacy so it will help learners to 	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques the same as year 1 - 3 Art elements: reinforce secondary and related as well as all colour taught in terms 1 - 3 in own images of the natural world, including tints and shades 	<ul style="list-style-type: none"> Drawing and/or colour media: exploring a variety of media and techniques Art elements: reinforce secondary and related colour in own images and theme chosen from years 1 - 3 Design principles: reinforce use of contrast and proportion in own images of years 1 - 3 Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> N/A

	<p>integrate the practical with the visual concepts</p>	<ul style="list-style-type: none"> • Design principles: reinforce use of contrast and proportion in own images of the natural world • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 		
<p>Create in 3D</p>	<ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form, colour reinforced through use in own construction • Spatial awareness: reinforce conscious awareness of extending parts of models into space • Appropriate use of tools • Refer back to visual literacy 	<ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form, colour reinforced through use in own construction • Spatial awareness: reinforce conscious awareness of extending parts of models into space • Appropriate use of tools • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form, colour reinforced through use in own construction of any theme being done during the whole year • Design principles: reinforce contrast and proportion through use in own construction • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate use of tools • Refer back to visual literacy so it will help learners to integrate the practical with the visual concepts 	<ul style="list-style-type: none"> • N/A

3.1.8 Performing Arts

The following performing literacy should be used throughout year 1 – 4 in each term.

Elements of Performing Literacy: Expressive Skills, movement, facial expressions, gesture, voice, soundscape, reflection, set-up, conflict, resolution, improvisation, character, rhythm, tempo, duration, chorus, verse etc.

TERM 4				
TOPIC	Year 1	Year 2	Year 3	Year 4
Warm-up and play	<ul style="list-style-type: none"> • Body percussion songs • Posture games: exploring neutral posture • Body parts isolations and stretching as part of imaginative experiences (took out a few dots) • Musical games focussing on numeracy and literacy • Perform physical shapes using gestures, postural balance • Performing literacy 	<ul style="list-style-type: none"> • Posture games: miming using imaginary objects • Different kinds of jumps (with soft landing) and other travelling movements • Trust and listening games • Performing songs to improvise in-tune singing • Body percussion “songs” in unison and in canon • Musical games focussing on numeracy and literacy • Performing literacy 	<ul style="list-style-type: none"> • Physical warm ups for strength and flexibility • Vocal warm ups and cool downs • Performing drama/dance • Group awareness games • Performing literacy 	<ul style="list-style-type: none"> • N/A
Improvise and create	<ul style="list-style-type: none"> • Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression • Physical shapes using gesture, posture and balance • Performing literacy 	<ul style="list-style-type: none"> • Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression • Group tableaux (frozen pictures) in response to 	<ul style="list-style-type: none"> • Short Drama/Dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners • Short music piece, combining a number of instruments reflecting a mood 	<ul style="list-style-type: none"> • N/A

		locations and/or themes <ul style="list-style-type: none"> • Performing Literacy 	related to the social, cultural or environmental issue <ul style="list-style-type: none"> • Performing Literacy 	
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Interpret and perform	<ul style="list-style-type: none"> • Building a drama from a stimulus Consider <ul style="list-style-type: none"> ○ Storyline • Sound pictures using instruments to create appropriate sound track for the drama • Songs to improve in-tune, related to the themes of the drama • Performing literacy 	<ul style="list-style-type: none"> • Building a drama from a stimulus Consider <ul style="list-style-type: none"> ○ Introducing and resolving conflict ○ Storyline, characters, space and time • Sound pictures using instruments to create appropriate sound track for the drama • Songs to improve in-tune, related to the themes of the drama • Performing literacy 	<ul style="list-style-type: none"> • Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to learners, using selected tableaux, movement, poetry and speaking/singing in unison or individually • Singing a song in two or three parts • Performing literacy 	<ul style="list-style-type: none"> • N/A
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**SECTION 3
PLANS FOR TEACHING**

YEAR ONE TERM 1

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy. In year one only basic media like colouring pencils, wax crayons, pastels and primary and secondary colours are used.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (famous work of art)	<ul style="list-style-type: none"> Observe and discuss visual stimuli and name all art elements in images related to famous art works. Discuss and explore art elements: line, colour, tone, shapes, texture, form, foreground, middle ground and back ground. Discuss the emotions that the pictures evoke. 	Resources: Visual stimuli like pictures, photographs, camera positions of the camera man and objects. <ul style="list-style-type: none"> Visual literacy: Commence the lesson by providing visual stimulus to learners. Learners observe photographs, pictures and objects from famous artist and their work e.g. Picasso etc.
2 - 3	Create in 2D (famous work of art)	<ul style="list-style-type: none"> Draw and/or colour media: exploring a variety of media and techniques through observing famous art works and changing it to be your own work keeping in mind plagiarism Use Art elements: primary and secondary colours used in own images related to the knowledge of the learner and guided by the educator. 	Resources: coloured pencils, A3 white paper, paints and paintbrushes, pastels and or wax crayons <ul style="list-style-type: none"> Drawing or painting anything interesting related to the knowledge of the learner which the learner can express enjoyment and creativity on a famous painting or art piece Commence the lesson by allowing learners look at photographs, pictures form magazines, books and newspapers. Learners are encouraged to draw what they see.

4-5	<p style="text-align: center;">Create in 3D (objects found in a famous art piece)</p>	<ul style="list-style-type: none"> • Creating a 3-D object found in famous Art pieces all over the world • Display skills and techniques using earthenware clay / practicing or other types of clay or any other type of available material • Make use Art elements: texture, shape/form used in own models. • Spatial awareness: use space consciously, e.g. front, back and sides of objects for mobile to be completed • Use tools appropriately 	<p>Recourses: available media e.g. recycled materials, paper mache, clay etc.</p> <ul style="list-style-type: none"> • Making of a sculpture using previous knowledge in which the learner can express enjoyment and creativity. The 2-D product that the learner drew should be a build up to the 3-D product. • An assessment tool has to contain planning, rubric and reflection
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YEAR ONE TERM 1

CREATIVE ARTS: PERFORMING ARTS

Integration of all Performing arts: Dance, Drama and Music

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term’s lesson/s according to the learner knowledge and guided by the educator)
6	Warm up and play	Actively relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen whole body. Name games, rhythm patterns, movement sentences	<ul style="list-style-type: none"> • Warm up and play need to incorporate the whole body as well as certain exercises e.g. include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) Music: (voice, facial exercises), Drama: (whole body) Action songs to accommodate physical warm ups • Use different genres of music to enhance rhythms in body movements and let learners try to master a song to enhance the body movements. • Concentrate on music listening games e.g. recognising different kind of genres and voices • Let learners use freezes and miming to create their own performance and let them practice this for the formal assessment
	Improvise and create	<ul style="list-style-type: none"> • Do loco-motor and non-loco-motor movements, individually and in groups 	
	Interpret and perform	<ul style="list-style-type: none"> • Do rhythms using body percussion and incorporating music 	
7	Warm up and play	<ul style="list-style-type: none"> • Travel (consider direction, weight, levels) and freeze games using music and dance steps and miming (concentrate on listening games) • in personal (own) and general (shared) space in movement 	
	Improvise and create	<ul style="list-style-type: none"> • Combine movements through freezes and miming. 	
	Interpret and perform	<ul style="list-style-type: none"> • Do movement sentences, using props through the warm up and improvisation of movements 	

8	Warm up and play	<ul style="list-style-type: none"> Do voice warm up, using humming Participate in concentration and listening and games Perform action songs. 	<p>Use music elements: beat, pitch, dynamics, tempo and rhythm.</p> <ul style="list-style-type: none"> Formal performance activity: Educator has to create his own assessment containing planning, rubric and reflection.
	Improvise and create	<ul style="list-style-type: none"> Do short rhythm patterns using body percussion 	
	Interpret and perform	<ul style="list-style-type: none"> Perform songs, in unison, in tune and in time to accompaniment of the group 	
Incorporate weeks 9-10	Warm up and play	<ul style="list-style-type: none"> Do name games (e.g. using clapped rhythms and body percussion to explore the meter/accent of the names) 	
	Improvise and create	<ul style="list-style-type: none"> short rhythm patterns using body percussion 	
	Interpret and perform	<ul style="list-style-type: none"> Do movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy:</p> <p>Observation</p> <ul style="list-style-type: none"> • Learners observe photographs and objects related to Social Sciences such as the SA flag, maps, the globe, planets, routes and different types of transport, aspects of environment, or portraits of leaders. <p>Create in 2D- Drawing</p> <p>Drawing or painting anything interesting related to the knowledge of the learner which the learner can express enjoyment and creativity.</p> <p>Commence the lesson by allowing learners look at a photograph or pictures form magazines, books and newspapers; focus on the shape of the eyes, mouth, ears, etc. Learners are encouraged to draw what they see.</p> <p>Create in 3D - Sculpture</p> <p>Making of a sculpture using previous knowledge in which the learner can express enjoyment and creativity. The 2-D product that the learner drew should be a build up to the 3-D product.</p> <p>Performing Arts:</p> <ul style="list-style-type: none"> • Name games • Rhythm patterns • Movement sentences • Freeze games • Mime • Voice training and games • Use music elements: beat, pitch, dynamics, tempo and rhythm <p>Note: The teacher selects the activities to assess learners formally.</p>		

YEAR ONE TERM 2

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
1	Visual literacy	<p>The learner is able to:</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs, pictures and real objects in labelling of products to identify and name all art elements in objects that one finds in an interior decorating piece or a decorative item in the garden 	<p>Activities (Select appropriate activities for the term's lesson/s)</p> <p>Resources: Colouring pencils, grey pencil, A3 white page, magazines for collage etc.</p> <ul style="list-style-type: none"> Cut out different kinds of lettering used in bill boards and create a collage.
2 - 3	Create in 2D (creative lettering and/ or pattern-making)	<ul style="list-style-type: none"> Draw and/or colour media: exploring a variety of media and techniques Use Art elements: line, shape, colour used in creating a logo using creative lettering and pattern making for an interior decorating firm or a gardening object 	<ul style="list-style-type: none"> Learners to design own patterns by exploring line, shape and colour in designing a logo for an interior decorating firm or garden firm
3 - 5	Create in 3D (An Interior decorating piece or garden decorating object)	<ul style="list-style-type: none"> Develop skills and techniques e.g. pasting, cutting, wrapping, tying and joining Use Art elements: texture, shape/form used in own construction of interior decorative piece found in interior decorating or garden decorating objects Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of the above. Use tools appropriately 	<p>Recourses: scissor, glue, hard recyclable cardboard, paints, colour inks, food colouring, toothpicks, old non workable pen, glitter etc. to decorate end product.</p> <ul style="list-style-type: none"> Design and make a decorative piece found in the interior design line or a decorative object found in a garden. It has to link to the 2-D product you created

YEAR ONE TERM 2

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up and play	<ul style="list-style-type: none"> Do imaginative breathing exercises 	<ul style="list-style-type: none"> Use breathing introduction sounds such as 'painting' and imaginary pictures, inspired by music, with the breath Sound pictures based on themes (a thunderstorm using fingers to create rain drops, a steam train movement sound using voice, chopping down a tree etc. Body percussion such as clapping of hands, walking in loose sand, hitting a bug etc. Songs to demonstrate difference in pitch and note values, using voice and found and natural instruments. Explore tonic sol-fa, practise singing from <i>do</i> to <i>so</i> and from <i>so</i> to <i>do</i> Rhythmic patterns using body percussion instruments Educator develops a pantomime combining dance, drama and music and incorporate the story telling elements (beginning, middle and end)
	Improvise and create	<ul style="list-style-type: none"> Do movement responses to sound pictures (considering levels, directions, rhythms and weights of movement) 	
	Interpret and perform	<ul style="list-style-type: none"> Do rhythmic patterns using body percussion or percussion instruments 	
7	Warm up and play	<ul style="list-style-type: none"> (such as 'painting' imaginary pictures, inspired by music, with the breath) 	<ul style="list-style-type: none"> Learners need to incorporate all aspects of the performance art content they have done from week 5 onwards through using drama elements and performance literacy
	Improvise and create	<ul style="list-style-type: none"> Learners to improvise and create their own activities through using drama elements 	
	Interpret and perform	<ul style="list-style-type: none"> Act according to the brief the educator will design. 	
8 - 9	Practice for formal assessment	<ul style="list-style-type: none"> Practice the performance under the teacher's guidance. 	<ul style="list-style-type: none"> Learners need to incorporate all aspects of the performance art content they have done from week 5 onwards through using drama elements and performance literacy
10	Formal Assessment	<ul style="list-style-type: none"> Performing in groups 	<ul style="list-style-type: none"> Teacher assist the learners through designing of own rubric using drama elements and literacy

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli like photographs, pictures and real objects in labelling of products to identify and name all art elements in lettering and/or pattern-making <p>Create in 2D – Bill board</p> <ul style="list-style-type: none"> • Learners to design own patterns by exploring line, shape and colour e.g. cut out letters from newspapers and magazines to create your name through using creative lettering in designing a bill board for an Interior decorating firm or Garden objects <p>Create in 3D – decorative piece</p> <ul style="list-style-type: none"> • Interior decorating piece or a decorative Garden object <p>Performing Arts</p> <ul style="list-style-type: none"> • Educator develops a pantomime combining dance, drama and music and incorporate the story telling elements (beginning, middle and end) 		

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes
		The learner is able to:	Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (animals the learner knows about)	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, pictures artworks and real objects to identify and name all art elements in images of any animal the learner knows 	<ul style="list-style-type: none"> Visual literacy: Commence the lesson by providing visual stimulus to learners. Learners observe photographs, pictures and objects of any animal the learner knows e.g. cats, dogs, birds, wild life etc.
2 - 3	Create in 2D (animals the learner knows about)	<ul style="list-style-type: none"> Draw and/or colour media: exploring a variety of media and techniques Use Art elements: use related colour in own images of animals 	<p>Recourses: A3 white paper, pencils, wax crayons, pastels etc.</p> <p>Draw or use a combination drawing material to create an animal the learner knows. Learners look at a photograph and pictures; focus on the shape, size and colour of the animal. Learners are encouraged to draw what they see (observational drawing). Learners use related colour in own images of any kind of animal</p>
4 - 5	Create in 3D (animals the learner knows about)	<p>Use skills and techniques: earthenware clay or any other type of clay</p> <ul style="list-style-type: none"> Use Art elements: texture, shape/form reinforced through own modelling of animals <ul style="list-style-type: none"> Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides Use tools appropriately 	<p>Resources: Clay: e.g. earthenware and other types of clay</p> <ul style="list-style-type: none"> Work with clay e.g. paper mache clay, sculpturing clay, earth ware clay, homemade clay etc. Start building a sculpture through sculpturing techniques. Decorate the sculpture by using colour and reparative patterns

YEAR ONE TERM 3

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up and play	<ul style="list-style-type: none"> Warm up ritual built up including spinal warm up, arm swings. 	<p>The focus of this term would be the development of a classroom drama incorporating music and dance.</p> <ul style="list-style-type: none"> Concentration and focus games such as mirror games and sensory awareness games Voice warm ups (e.g. humming, yawning and sighing). Vocal warm ups could include articulation exercises, singing, working with poems, etc. Movement responding to different genres of music. Movement of animals needs to be in an up straight position and teach learners to look at an audience. Movement sequences exploring verbal dynamics in words such as action words, directional words. Combine movement and sound to convey the meaning of words e.g. rustle, quiver, swish, explode, etc. Develop storyline (beginning/ middle/ end). Building a drama using fairy tales as an output e.g. Three little pigs, Cinderella, Snow white, etc. Indigenous and culture songs. Light music with in tune singing and drumming using handmade objects. <p>Creative writing and combining skills to do planning of Drama with learners through building mind maps</p>
	Improvise and create	<ul style="list-style-type: none"> Do movement responses to different types of music. Walk like animals and use animal movements while introducing characters. 	
	Interpret and perform	<ul style="list-style-type: none"> Create sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama 	
7	Warm up and play	<ul style="list-style-type: none"> Perform concentration and focus games 	
	Improvise and create	<ul style="list-style-type: none"> Do movement sequences and explore verbal dynamics in action words. 	
	Interpret and perform	<ul style="list-style-type: none"> Build a drama from a stimulus: Develop storyline (beginning/ middle/ end). Use the terms: What, Where, When, How etc. 	
8 - 10	Warm up and play	<ul style="list-style-type: none"> Singing indigenous cultural songs e.g. folk songs 	
	Improvise and create	<ul style="list-style-type: none"> Creating storyline, planning and practice and performing 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, pictures artworks and real objects to identify and name all art elements in images of any animal the learner knows. <p>Create in 2D</p> <ul style="list-style-type: none"> • Draw or use a combination drawing material to create an animal the learner knows. Learners look at a photograph and pictures; focus on the shape, size and colour of the animal. Learners are encouraged to draw what they see (observational drawing). Learners use related colour in own images of any kind of animal. <p>Create in 3D</p> <ul style="list-style-type: none"> • Create in 3D: Work with clay e.g. paper mache clay, sculpturing clay, earth ware clay, homemade clay etc. Creating a sculpture of any type of animal the learner knows about through sculpturing techniques. Decorate the sculpture by using colour and reparative patterns. <p>Performing Arts</p> <ul style="list-style-type: none"> • Concentration and focus games • Vocal warm-ups, call and response games etc. • Cultural songs and indigenous songs e.g. folk songs and movements on different kinds of genre's • Building drama with a fairy tale theme 		

YEAR ONE TERM 4

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	<p>Visual literacy (Natural world around us)</p>	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, pictures of artworks and real objects to identify and name art elements found in the natural world. 	<ul style="list-style-type: none"> Visual literacy: Commence the lesson by providing visual stimulus to learners. Learners observe photographs and pictures related to the natural world. Explore colours, shapes and textures that can be observed in nature. Teacher analyses and discusses paintings of scenes of nature, e.g. how the artist depicts the wind that blow, dark stormy clouds, sunshine on a raindrop, etc.
2 - 3	<p>Create in 2D (Natural World around us)</p>	<ul style="list-style-type: none"> Draw and/or colour media: exploring a variety of media and techniques Use Art elements: reinforce secondary and related colour in own images of the natural world 	<ul style="list-style-type: none"> Resources: Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Drawing or paint pictures of scenes of the natural world. Reinforce the use of colours, textures and contrasts in own images

<p>4 - 5</p>	<p>Create in 3D (Natural World around us)</p>	<ul style="list-style-type: none"> • Use skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Use Art elements: texture, shape/form, colour reinforced through use in own construction • Spatial awareness: reinforce conscious awareness of extending parts of models into space • Use tools appropriately and enhance safety measures. 	<ul style="list-style-type: none"> • Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc. • Create in 3D: Draw a design on paper. Build using different kinds of mix media: • Educator has to design an assessment containing: Brief (planning), Rubric including art elements and design principals, Reflection sheet
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YEAR ONE TERM 4

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.
6 - 10	Warm up and play	<ul style="list-style-type: none"> • Do body percussion “songs” • Do body part isolations and stretching as part of imaginative experiences 	<ul style="list-style-type: none"> • Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression • Create sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama. • Include music and dance in the final performance. • Educator has to develop an assessment tool to test the build-up of skills learned from Terms 1 – 3. • The assessment has to contain: Panning, Rubric and Reflection.
	Improvise and create	<ul style="list-style-type: none"> • Perform physical shapes using gesture, posture and balance (balancing on different body parts) 	
	Interpret and perform	<ul style="list-style-type: none"> • Build a drama from a stimulus • Consider storyline • Build a drama from using one of the themes the children had used in Term 1-3. Practice and perform 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Learners observe photographs and pictures related to the natural world. Explore colours, shapes and textures that can be observed in nature. <p>Create in 2D</p> <ul style="list-style-type: none"> • Drawing - Learners create a picture using mixed media related to the natural world around us <p>Create in 3D</p> <ul style="list-style-type: none"> • Learners choose their own product to create with mixed media related to the natural world around us <p>Performing Arts</p> <ul style="list-style-type: none"> • Reflection of the years' work • Building a drama from previous experience • Performing 		

YEAR TWO TERM 1

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (Things that fly)	<ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, pictures and real objects to identify and name all art elements in different things that fly e.g. insects, birds, aeroplanes etc. • Observe and discuss visual stimuli in photographs, pictures and real objects to identify and name contrast in different things that fly e.g. insects, birds, aeroplanes etc. 	<ul style="list-style-type: none"> • Commence the lesson by providing visual stimulus to learners. Learners observe photographs and pictures, on different things that fly e.g. insects, birds, aeroplanes etc. • Discuss visual stimuli in photographs and pictures to identify art elements such as line, colour, texture etc. • Choose pictures that can be used in creating a fantasy drawing of different things that fly.
2 -3	Create in 2D (Things that fly)	<ul style="list-style-type: none"> • Creating a collage of different things that fly e.g. insects, birds, aeroplanes etc. (choose one) • Use Art elements: primary and secondary colours, textures and tonal value • Use art elements that were taught in year 1 and guided by the educator. • Design principles: emphasis • Refer back to visual literacy 	<ul style="list-style-type: none"> • Recourses: A3 paper, any drawing medium the learner is comfortable with, E learning, orientation of the paper and orientation on how to use artworks • Create a fantasy art work of anything that flies through a collage • Ensure that the collage shows contrast in colour or tone or texture

4-5	<p>Create in 3D (different things that flies)</p>	<ul style="list-style-type: none"> • Use skills and techniques: Clay or any other resources the learner is comfortable in including recyclable materials • Art elements: texture, shape, form and focal point • Design principles: Choose relevant ones guided by the educator • Refer back to the work done in 2D • Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed • Use tools appropriately and safety measures 	<ul style="list-style-type: none"> • Recourses: Any clay, beads or recycled materials the learner is comfortable with. Educator has to give guidelines and assist all learners' choices. • The object could range from a beaded necklace, bracelet or a mobile. The focal point of any of these designs should be a flying object as studied in visual literacy.
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YEAR TWO TERM 1

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6-7	Warm up & play	<ul style="list-style-type: none"> Actively relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet) 	<ul style="list-style-type: none"> Select a minimum of at least four warm-up activities (one per lesson). <p>Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p>The focus during this term for this lesson activity is on movement /dance:</p> <ul style="list-style-type: none"> Active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, ce, spine, hip joints, legs, feet). Each learner stands in own space, imagine they are shaking off a sticky substance from their bodies, start off with shaking fingers, proceed to hands, arms, shoulders, rest of the body Loco-motor and non-loco-motor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery, e.g. start with learners standing in a circle; create a sequence of four slides with two counts per slide and then eight skips. Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects, e.g. some groups explore different movement
	Improvise & create	<ul style="list-style-type: none"> Do loco-motor and non-loco-motor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery 	
	Interpret & perform	<ul style="list-style-type: none"> Do movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects 	
8-9	Warm up & play	<ul style="list-style-type: none"> Perform voice warm up, using humming Participate in concentration and listening and listening games 	
	Improvise & create	<ul style="list-style-type: none"> Do short rhythm patterns using body percussion and/or percussion instruments 	
	Interpret & perform	<ul style="list-style-type: none"> Perform songs, in unison, in tune and in time to accompaniment of the group 	

	Warm up & play	<ul style="list-style-type: none"> • Travel (consider direction, weight, levels) and freeze: • Participate in games 	<p>combinations such as jumps, turns, gallops and swings. Other groups could explore movement combinations consisting of twisting, skipping, stretching and reaching and pulling. Two groups combine their different movement sentences to form one unique movement sentence, adding different levels to selected sections and explore changing direction</p> <ul style="list-style-type: none"> • Concentration, creativity and listening games • Explore rhythm patterns and vocal development • Introduction of a story line (beginning, middle and end) • Educator has to plan and set up the assessment tool containing out of Planning, Rubric and Reflection sheet
	Improvise & create	<ul style="list-style-type: none"> • Do rhythm patterns, combining loco-motor movements with sound (voice/body percussion), to walking, running, and skipping note values 	
	Interpret & perform	<ul style="list-style-type: none"> • Do rhythms using body percussion and/or percussion instruments 	
10	Warm up & play	<ul style="list-style-type: none"> • Participate in concentration and listening and listening games • Participate in creativity games (e.g. using props in turn as anything but what they are) 	
	Improvise & create	<ul style="list-style-type: none"> • Introducing drama elements on telling a story 	
	Interpret & perform	<ul style="list-style-type: none"> • Do animation (bringing to life) of objects (props, puppets) to portray a character or tell a simple story 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Ability to observe photographs and pictures related to all things that fly. Concentrating on primary and secondary colours as well as relating colours on the colour wheel. • Ability to observe and discuss visual stimuli in photographs and pictures of things that fly. • Identify art elements such as line, colour, texture and name contrast in images related to things that fly <p>Create in 2D</p> <ul style="list-style-type: none"> • Creating a collage of a fantasy creature that flies concentrating on warm and cold colours. <p>Create in 3D</p> <ul style="list-style-type: none"> • Creating an usable object e.g. beading necklace, bracelet or mobile where the main focus is on the image that flies. <p>Performing Arts</p> <p>Participation in</p> <ul style="list-style-type: none"> • Active relaxation in stillness and movement • Loco-motor and non-loco-motor movements • Movement sentences using props • Voice warm ups • Rhythmic patterns • Introduction of a story line (beginning, middle and end) <p>Participation in or do:</p> <ul style="list-style-type: none"> • Travel and freeze games • Concentration and relaxation games • Animation 		

YEAR TWO TERM 2

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (Logo's in the fashion world)	<ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs, pictures and real objects to identify and name all art elements in logos used in the fashion world e.g. Nike, Puma etc. Art elements and design principles: choose 3 out of each category to use in this project (guided by the educator) 	<ul style="list-style-type: none"> Research and link labels with companies in the fashion world. Use all mediums including electronic research as well as magazines and newspapers. Discuss and compare different logos of these companies and how would your brand and logo look like for an object in the fashion world e.g. jewellery piece, hat, shoes
2 - 3	Create in 2D (logo for your own fashion product)	<ul style="list-style-type: none"> Designing a logo for your own fashion product Draw and/or colour media: exploring a variety of media and techniques Art elements and Design principles: Choose any 3 through designing your own fashion product with a label. Refer back to visual literacy 	<ul style="list-style-type: none"> Resources: A3 page and learner is free to use any medium Find examples of artistic logos and lettering and or pattern-making in logos in the fashion environment Design your own usable fashion product, design it through using the art elements and design principals you chose and design a logo that will enhance your product.

<p>4 - 5</p>	<p>Create in 3D (Creating a fashion product with a logo)</p>	<ul style="list-style-type: none"> • Display skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials in designing a fashion product e.g. hat, shoes etc. with a logo using chosen art elements and design principles • Network with other workshops • Refer back to the 2D product and use the visual literacy as guidance. • Spatial awareness: use space consciously, e.g. front, back and sides of objects • Use tools appropriately and enhance safety measures 	<ul style="list-style-type: none"> • Creativeness will be up to the learners' ability and need to be encouraged by the educator. (No two designs will be the same) • Design interesting patterns around the logo to enhance the contrast with the letters. • Create a fashionable product e.g. hat, shoes etc. that will enhance the logo. • Display the end products so learners can learn and give valuable feedback or input in the designs.
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PUBLIC COMMENT

YEAR TWO TERM 2

CREATIVE ARTS: PERFORMING ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term’s lesson/s according to the learner knowledge and guided by the educator)
6	Warm up and play	Actively relax in stillness and movement (e.g. tense and release exercises; use of imagery to loosen whole body. Name games, rhythm patterns, movement sentences and imaginative breathing exercise	<ul style="list-style-type: none"> • Warm up and play need to incorporate the whole body as well as certain exercises e.g. include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) Music: (voice, facial exercises), Drama: (whole body) • Use body percussion instruments by creating them with found objects • Use different genres of music to enhance rhythms in body movements and let learners try to master a song to enhance the body movements • Let learners use freezes and mirroring to create their own performance and let them practice this for the formal assessment • Educator has to create his own assessment containing planning, rubric and reflection
	Improvise and create	<ul style="list-style-type: none"> • Do loco-motor and non-loco-motor movements, individually and in groups 	
	Interpret and perform	<ul style="list-style-type: none"> • Do rhythms using body percussion and incorporating music 	
7-8	Warm up and play	<ul style="list-style-type: none"> • Travel (consider direction, weight, levels) and freeze games using music and dance steps and mirroring • in personal (own) and general (shared) space in movement 	
	Improvise and create	<ul style="list-style-type: none"> • Combine movements through freezes and miming. 	
	Interpret and perform	<ul style="list-style-type: none"> • Do movement sentences, using props through the warm up and improvisation of movements 	

9	Warm up and play	<ul style="list-style-type: none"> Do voice warm up, through action songs Participate in concentration and listening and games 	Use music elements: beat, pitch, dynamics, tempo and rhythm.
	Improvise and create	<ul style="list-style-type: none"> Do short rhythm patterns using body percussion 	
	Interpret and perform	<ul style="list-style-type: none"> Perform songs, in unison, in tune and in time to accompaniment of the group 	
10	Warm up and play	<ul style="list-style-type: none"> Do name games (e.g. using clapped rhythms and body percussion to explore the meter/accent of the names) 	
	Improvise and create	<ul style="list-style-type: none"> short rhythm patterns using body percussion 	
	Interpret and perform	<ul style="list-style-type: none"> Do movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two practical activity will have a 100% weighting.
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An assessment tool has to be developed for both art forms containing planning, rubric and reflection

Visual Literacy

- Observe and discuss visual stimuli like photographs, pictures and real objects to identify and name all art elements in logos used in the fashion world e.g. Nike, Puma etc.
- Art elements and design principles: choose 3 out of each category to use in this project (guided by the educator)

Create in 2D

- Designing a logo for your own fashion product
- Draw and/or colour media: exploring a variety of media and techniques
- Art elements and Design principles: Choose any 3 through designing your own fashion product with a label.

Create in 3D

- Display skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials in designing a fashion product e.g. hat, shoes etc. with a logo using chosen art elements and design principles
- Network with other workshops
- Refer back to the 2D product and use the visual literacy as guidance.

Performing Arts

Participation in

- active relaxation in stillness and movement
- Loco-motor and non-loco-motor movements
- Movement sentences using props
- **Participation in:**
- Voice warm ups
- Rhythmic patterns
- Performances (songs)

- Travel and freeze games, concentration and relaxation games

PUBLIC COMMENT

YEAR TWO TERM 3

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, pictures, artworks and real objects to identify and name all art elements in images of landscapes or still life's Observe and discuss visual stimuli in photographs, pictures, artworks and real objects to identify and name contrast and proportion in images of landscapes or still life's 	<ul style="list-style-type: none"> Research on different kinds of landscapes or still life's Embedding concepts like foreground, middle ground and background. Usages of different media to show and explain the concept to the learners and created by the educator.
2 - 3	Create in 2D (Landscapes or still life's)	<ul style="list-style-type: none"> Draw and/or colour media: exploring a variety of media and techniques through creating a landscape or still life Use Art elements: use related colour in own images landscapes or still life Design principles: reinforce use of contrast and proportion Focal point in a landscape or still life must be taught as well as related colour usage, foreground, middle ground and back ground Usage of contrasting colours has to be implemented 	<p>Resources: Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints or own choice in what the learners find comfortable creating in.</p> <ul style="list-style-type: none"> After looking at pictures or photographs of landscapes let the learner decide which type of landscape they want to do. Stress focal point through the use of colour Use related colours on the colour wheel in creating the end product. Choose two related colours and a contrasting colour for the background.

<p>4 - 5</p>	<p>Create in 3D</p> <p>(An object found in the landscape or still life)</p>	<ul style="list-style-type: none"> • Use skills and techniques: mixed mediums • Use Art elements: texture, shape/form and colour reinforced through own of a landscape e.g. tree, leaves etc. image or object found in the still life e.g. pots, chair etc. • The educator has to lead the discussion during visual literacy so learners will be clear on what to create • Design principles: reinforce conscious use and naming of contrast and proportion in own model • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides • Use tools appropriately and safety measures. 	<ul style="list-style-type: none"> • Recourses: mixed mediums • Learners develop a 3D work from their drawing or from a new picture or photograph changing the object so that there is no plagiarism. • Guide the learners in what could be the focal point e.g. buildings, tree with a bird, bush with flowers, etc. • Explore the proportions. • Add texture and details. • Explore the sculpture from different angles and keep checking the proportions. • Educator need to set up the formal assessment task containing 2-D planning, rubric and reflection. <p>Learners reflect on their artworks: title of my work/which materials did I use/what I liked about my artwork was...../what was difficult?</p>
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WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up & play	<ul style="list-style-type: none"> Roll up and down the spine and side bends Do floor work, including rounding and lengthening the spine and stretching, sitting and lying down 	<p>Example of a lesson activity:</p> <p>Select a minimum of at least four warm-up activities (one per lesson).</p> <p>Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p>The focus for this term would be on developing a storyline and characters for a drama performance to be completed in term 4.</p> <ul style="list-style-type: none"> Lesson commences with vocal warm-up activities to ensure learners' voices are adequately warmed-up. The focus of this term would be on drama and learners would need to use their voices effectively without straining them. Warm-ups could include humming, articulation exercises and exercises to develop a clear strong vocal tone. The learners are divided into groups. Each group is allocated a number of props such as a pair of sunglasses, a hat, an umbrella, a mask, etc. Learners are tasked to develop characters, using the props as stimulus. (Ask: "Who would use this prop? How would they use it? Why would they use it?") Consider body language, posture and gesture.
	Improvise & create	<ul style="list-style-type: none"> Do movement responses to different types of music, exploring how mood of music informs mood of movement, and vice versa 	
	Interpret & perform	<ul style="list-style-type: none"> Create songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. (See week 7) 	
7-8	Warm up & play	<ul style="list-style-type: none"> Use body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head) Perform action songs (doing actions related to the specific rhythms of the song) Do voice warm ups (e.g. humming, yawning and sighing) Participate in call and response games (in speaking, singing and movement). 	
	Improvise & create	<ul style="list-style-type: none"> Do movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences. 	

		<ul style="list-style-type: none"> • Build a drama from a stimulus: Characters, using props as stimulus. (Ask: “Who would use this prop? How would they use it? Why would they use it?”) Consider body language, posture and gesture. 	<ul style="list-style-type: none"> • Learners then proceed to build a drama from a stimulus explored in the previous activity, using the characters they developed. As part of a brainstorming activity, they develop a storyline (beginning/ middle/ end), characters, space and time through mimed action • Using facial expressions and stage make-up • Voice projection • Exploring mood in song, dance and drama through using the tone of voice
	Interpret & perform	<ul style="list-style-type: none"> • Perform songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. • Create sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce characters (considering dynamics, pitch, timbre and tempo) 	
9 - 10	Warm up & play	<ul style="list-style-type: none"> • Participate in concentration and focus games • Do voice warm ups (e.g. humming, yawning and sighing) 	
	Improvise & create	<ul style="list-style-type: none"> • Explore Characters, using props as stimulus. (Ask: “Who would use this prop? How would they use it? Why would they use it?”) Consider body language, posture and gesture. 	
	Interpret & perform	<ul style="list-style-type: none"> • Build a drama from a stimulus: characters (connect to the above sections). Develop storyline (beginning/ middle/ end), characters, space and time through mimed action. 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
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An assessment tool has to be developed for both art forms containing planning, rubric and reflection

Visual Literacy

- Ability to observe photographs, pictures and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in Landscaping or still life's

Create in 2-D

- Draw and/or colour media: exploring a variety of media and techniques through creating a landscape or still life
- Use Art elements: use related colour in own images landscapes or still life
- Design principles: reinforce use of contrast and proportion
- Focal point in a landscape or still life must be taught as well as related colour usage

Create in 3D

- Use skills and techniques: mixed mediums
- Use Art elements: texture, shape/form and colour reinforced through own of a landscape e.g. tree, leaves etc. image or object found in the still life e.g. pots, chair etc.
- The educator has to lead the discussion during visual literacy so learners will be clear on what to create
- Design principles: reinforce conscious use and naming of contrast and proportion in own model
- Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides

Performing Arts:

Participation in

- Rolling up and down the spine and imagine breathing exercises.
- Doing floor work
- Creating sound pictures based on themes
- Movement responses to different types of music
- Creating songs to improve the ability to sing in tune
- Performing songs to demonstrate difference in pitch and note values
- Movement sentences using units of action
- Rhythmic games
- Voice control, projection of the voice and using props as well as stage make-up
- Rhythmic patterns using body percussion or percussion instruments

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YEAR TWO TERM 4

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy	<ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements from the whole year. • Observe and discuss years' work 	<ul style="list-style-type: none"> • Discuss the successes of learners' work on famous artists works, logos and landscapes and still life's • PowerPoint or presentation by learners' creations in group form to evaluate each other's work and having discussion on good and bad practices that were done.
2 - 3	Create in 2D	<ul style="list-style-type: none"> • Draw and/or colour media: exploring a variety of media and techniques • Use Art elements: reinforce secondary and related colour, tints and shades, focal point and warm and cold colours • Design principles: reinforce use of contrast and proportion. 	<ul style="list-style-type: none"> • Resources: A3 white page, Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints and or mixed mediums • Learner combines all techniques taught to create a picture using one of the themes of the work done in Term 1-3. • Create a picture combining all work done from Term 1-3
4- 5	Create in 3D	<ul style="list-style-type: none"> • Perform skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Use Art elements: texture, shape/form, colour reinforced through use in own construction • Spatial awareness: reinforce conscious awareness of extending parts of models into space 	<ul style="list-style-type: none"> • Recourses: mixed media • Learner combines all techniques taught to create a picture using one of the themes of the work done in Term 1-3 • Creating a product where all Term 1 – 3 work is taking in consideration and combining these products into one object • Educator has to design the formal assessment

YEAR TWO TERM 4

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term’s lesson/s)
6 - 7	Warm up & play	<ul style="list-style-type: none"> Do different kinds of jumps (with soft landings) and other travelling movements 	<p>Example of a lesson activity: Select a minimum of at least four warm-up activities (one per lesson).</p> <p>Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p>The focus for this term would be on continuation of the drama activity, culminating in the drama performance.</p> <ul style="list-style-type: none"> Posture games: character's postures. Learners focus on the physical characterisation of the characters they will portray in the drama. With teacher direction and guidance, learners explore different postures of characters, focusing on age, attitude of the character, profession and purpose of the character. Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels). In groups the learners explore the key moments of their drama explored during term three. Educator has to set up a formal assessment task containing planning, rubric and reflection.
	Improvise & create	<ul style="list-style-type: none"> Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression 	
	Interpret & perform	<ul style="list-style-type: none"> Perform songs to improve in-tune singing, related to the themes of the drama 	
8 - 10	Warm up & play	<ul style="list-style-type: none"> Perform body percussion “songs” in unison and in canon Participate in musical games focusing on numeracy and literacy (such as number songs and rhymes) 	
	Improvise & create	<ul style="list-style-type: none"> Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression 	
	Interpret & perform	<ul style="list-style-type: none"> Vocal warm ups Songs to set a mood and correlates with Drama Physical warm ups and cool downs Movement sequences 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements form the whole year. Observe and discuss years' work <p>Create in 2D</p> <ul style="list-style-type: none"> • Revision of Terms 1-3 no new skills to be developed. Building on the knowledge of previous terms. • Discuss the successes of learners work on taught throughout the year. <p>Create in 3D</p> <ul style="list-style-type: none"> • Revision of Terms 1-3 no new skills to be developed. Building on the knowledge of previous terms. • Creating a product where all Term 1 – 3 work is taking in consideration and combining these products into one object. <p>Performing Arts</p> <p>Participation in</p> <ul style="list-style-type: none"> • Rolling up and down the spine and imagine breathing exercises. • Doing floor work • Creating sound pictures based on themes • Movement responses to different types of music • Creating songs to improve the ability to sing in tune • Performing songs to demonstrate difference in pitch and note values 		

YEAR THREE TERM 1

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (Images of self and others)	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, pictures artworks and real objects to identify and name complementary colour in images and self or others Elements of Art: Stressing focal point, shading, shape of faces etc. Drawing and or colour media: exploring a variety of media and techniques 	<ul style="list-style-type: none"> Collect pictures from magazines, newspapers, computer printed or use selfies. Discuss different facial features e.g. eyes, nose, lips etc. Interpreted facial expressions e.g. can you tell: in love, sad/mad, winner/looser etc.
2 - 3	Create in 2D (Images of self and others)	<ul style="list-style-type: none"> Collection of images or usage of self-images. Use Art elements: use of complementary colour in own images of self or others. Design principles: emphasis (focal point) used in own images of self and others Refer back to visual literacy 	<ul style="list-style-type: none"> Resources: A3 cardboard, cutting knives, drawing materials and coloured food colouring or ink or water paint, image of a face e.g. famous people or yourself (can use magazines) Cut out the picture of the face. Orientate the picture on the A3 page. Own choice. Cutting out all shades features within the face (refer back to art elements: shading) Lay out the picture on the A3 page, and draw out the cut out parts of the original page. The shapes that were now drawn need to be coloured or painted. This will leave a duplicated image of the same picture or photo.

4 - 5	<p style="text-align: center;">Create in 3D (Image of self or others)</p>	<ul style="list-style-type: none"> • Use Art elements: reinforce texture, shape/form, shading and colour in own models of self and others • Design principles: introduce emphasis in own models that is in the interest of the child • Spatial awareness: reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed • Refer back to visual literacy and the preparation done in the 2D work • Use tools appropriately and enhance safety measures. 	<ul style="list-style-type: none"> • Recourses: hard cardboard, manila etc., Silicon sealer, bottle cork or match sticks etc. • After placing the first face on the bottom of the A3, place silicon sealer dots or pieces of cork on the outer line of the face. Past the second face on top creating the feeling of a 3-D face been produced. • Interact and network with other workshops to make a frame where the face will be centred.
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YEAR THREE TERM 1

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up & play	<ul style="list-style-type: none"> Participate in rhythm games using body percussion and movement Introduce basic dance steps 	<ul style="list-style-type: none"> Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes. The focus during this term for this lesson activity is on be movement, miming and basic ballet dance steps because this is the forerunner of all dance movements and steps Rhythm games using body percussion and movement. Explore movement by running, walking, glide, crawling, bouncing. Combine with body percussion in the following ways: stomping of feet, clapping hands, slapping thighs, clicking fingers. This activity could be further explored as a gumboot dancing activity.
	Improvise & create	<ul style="list-style-type: none"> Mime actions, using the five senses (seeing, hearing, tasting, touching, smelling) 	
	Interpret & perform	<ul style="list-style-type: none"> Do musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns 	
7	Warm up & play	<ul style="list-style-type: none"> Do physical warm up for co-ordination and control (including spinal warm up, body part isolations, arm swings, etc.) Participate in concentration and focus games, using travelling and freezing, to music 	
	Improvise & create	<ul style="list-style-type: none"> Do loco-motor and non-loco-motor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) 	

	Interpret & perform	<ul style="list-style-type: none"> Do movement sequences exploring contrasts including contrasts in time (slow/quick), levels (high/medium/low) 	<ul style="list-style-type: none"> Mimed actions, using the five senses. Teacher facilitates an activity to explore the five senses; learners feel, smell, see, taste and listen to sounds related to different objects. Learners show imaginary objects through mime and create a short play by doing mimed action. Remind learners to use facial expression to show how they experience certain objects through their senses. Musical phrases with voice and/or instruments that explore contrasts in dynamics (loud and soft); pitch (higher and lower notes) and rhythmic patterns. Sing a few songs together as class, then proceed to sing songs in canon and in call and response. This activity could be combined with the rhythm games and body percussion explored in the first activity.
8 - 9	Warm up & play	<ul style="list-style-type: none"> Do physical warm up for co-ordination and control (including spinal warm up, body part isolations, arm swings, etc.) Participate in concentration and focus games, using travelling and freezing, to music 	
	Improvise & create	<ul style="list-style-type: none"> Do Loco-motor and non-loco-motor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) 	
	Interpret & perform	<ul style="list-style-type: none"> Do movement sequences explore direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light) 	

10	Warm up & play	<ul style="list-style-type: none"> • Do vocal warm up (including breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc.) • Sing warm up (including South African songs in unison, in canon and/or with actions) 	
	Improvise & create	<ul style="list-style-type: none"> • Mime actions, using the five senses (seeing, hearing, tasting, touching, smelling) 	
	Interpret & perform	<ul style="list-style-type: none"> • Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force 	

PUBLIC COMMENT

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, pictures artworks and real objects to identify and name complementary colour in images of self and others • Elements of Art: Stressing focal point, shading, shape of faces etc. and complementary colours • Design principles: emphasis on facial expressions <p>Create in 2D</p> <p>Image of self or others</p> <ul style="list-style-type: none"> • Collection of images or usage of self-images and others • Use Art elements: use of complementary colour in own images of self or others. • Design principles: emphasis (focal point) used in own images of self and others <p>Create in 3D</p> <ul style="list-style-type: none"> • Use Art elements: reinforce texture, shape/form, shading and colour in own models of self and others in the human face • Design principles: introduce emphasis in own models of a human face • Spatial awareness: reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed <p>Performing Arts:</p> <p>Participation in</p> <ul style="list-style-type: none"> • Movement sentences using units of action • Rhythmic games using body percussion • Dance steps • Miming 		

YEAR THREE TERM 2

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (Comic strips)	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in the creation of a comic strip character Use the film industry to help with sequencing through discussions Using art elements and design principals. 	<ul style="list-style-type: none"> Recourses: cell phone, computer, data projector, magazines, newspapers etc. Refer to film editing and industry. Past different comic strips in the learner book discussing the sequences Discuss different kinds of comic strips and the differences between them
2 - 3	Create in 2D (Comic strips)	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in comic strips Art elements: complementary colours, shapes Design principles: emphasis and size, sequencing Using art elements and design principals taught in year 1 and 2. Draw using any or colour media: exploring a variety of media and techniques 	<ul style="list-style-type: none"> Resources: A4 white page, Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, computer and cell phones. A4 must be folded so that it creates a fold up pattern that need to be laid out looking like a film strip. Draw a comic face that expresses different facial expressions and has a follow up sequence.

4 - 5	<p>Create in 3D (Comic strips)</p>	<ul style="list-style-type: none"> • Use skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials. • Use all Art element • Design principles: use emphasis and contrast in own work, e.g. the visual focus of faces. • Spatial awareness: reinforce conscious awareness of working in space • Use tools appropriately with safety measures in place. 	<ul style="list-style-type: none"> • Recourses: picture of a face, different kinds of paper or cardboard, glue, silicon, cutting knife and one A4 black paper, colouring pencils or inks or paint, paintbrushes, water bowls, toothpicks for detailing etc. • Choose one of the faces of the created comic strip and redraw or print or colour about 4 copies of the same facial picture. This will be the basis of your art work. Paste it on a flat surface (black paper) creating a contrast as background. • Build the face through using dots of silicon on different levels creating a 3-D image. (the eyes first, mouth standing on a different level followed by the nose, hair etc. • Educator has to set the assessment tool according to Term 1-3 of all previous years.
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WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up & play	<ul style="list-style-type: none"> Do vocal warm up (including breathing awareness exercises, sliding sighs, consonants, using wide range of notes sliding from high to low) Vocal warm up (including South African songs in unison, canon, and call and response) 	<p>Example of a lesson activity:</p> <p>Select a minimum of at least four warm-up activities (one per lesson).</p> <p>Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p>The focus during this term for this lesson activity is on music and dance.</p> <ul style="list-style-type: none"> Physical warm up for co-ordination and control (including floor work, body part isolations, knee bends and rises). Teacher could use imagery to guide learners through the activity, e.g., ‘you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up’, etc. During the activity each body part is focused on to develop co-ordination and control. Movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances Teacher guides learners in doing jumps, lunges, balancing activities and ways to transfer weight from on body part to another. Learners divide into groups of four to six. They explore different ways to combine the movements they have explored, experimenting with different kinds of lunges, jumps, and ways to balance as well as to transfer the weight from one body part to another.
	Improvise & create	<ul style="list-style-type: none"> Create melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast. 	
	Interpret & perform	<ul style="list-style-type: none"> Dance sequence exploring the movement range of each body part 	
7	Warm up & play	<ul style="list-style-type: none"> Spatial awareness games (including lunges, arm swings, transfers of weight, etc.) 	
	Improvise & create	<ul style="list-style-type: none"> Do movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances 	
	Interpret & perform	<ul style="list-style-type: none"> Dance sequence exploring the movement range of each body part 	
8	Warm up & play	<ul style="list-style-type: none"> Do physical warm up for co-ordination and control (including floor work, body part isolations, knee bends and rises) 	

	Improvise & create	<ul style="list-style-type: none"> Do combinations of two or more movements with a partner 	<ul style="list-style-type: none"> Dance sequence exploring the movement range of each body part: Discuss and experiment with different dances like Hip Hop, Pantsula, Langarm, Toyi-Toyi, Maypole, exploring different cultural contexts. During the dance teacher makes the learners aware of key words such as parallel, symmetry and distance.
	Interpret & perform	<ul style="list-style-type: none"> Perform dance sequence exploring the movement range of each body part 	
9 - 10	Warm up & play	<ul style="list-style-type: none"> Participate in sensory games responding to aural, oral, visual, tactile and kinaesthetic stimuli 	
	Improvise & create	<ul style="list-style-type: none"> Do combinations of two or more movements with a partner 	
	Interpret & perform	<ul style="list-style-type: none"> Mime sequence using sensory detail and emotional expression, and showing weight, size and shape 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50% . The two practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in the creation of a comic strip character • Use the film industry to help with sequencing through discussions • Using art elements and design principals <p>Create in 2D</p> <ul style="list-style-type: none"> • Art elements: complementary colours, shapes • Design principles: emphasis and size, sequencing • Using art elements and design principals taught in year 1 and 2 • Draw using any or colour media: exploring a variety of media and techniques using sequencing <p>Create in 3D</p> <ul style="list-style-type: none"> • Use skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials. • Use all Art element • Design principles: use emphasis and contrast in own work, e.g. the visual focus of faces. • Spatial awareness: reinforce conscious awareness of working in space <p>Performing Arts</p> <p>Participation in</p> <ul style="list-style-type: none"> • Physical warm up for co-ordination and control • Vocal warm ups using popular South African genres • Movement and Dance sequences • Combination of two or more movements with a partner • Mime sequences using sensory detail and emotional expressions 		

YEAR THREE TERM 3

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (Reptiles or insects)	<ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, pictures, artworks and real objects to identify and name all art elements in images of reptiles or insects • Art elements: shapes, size and all colours taught from years 1 and 2 • Observe and discuss visual stimuli photographs, artworks and real objects to identify and name emphasis in images reptiles and insects 	<ul style="list-style-type: none"> • Resources: Pictures, images, cell phone and computer research on faces. • Pasting of pictures of reptiles or insects of different shapes and sizes • Discussing body features
2 - 3	Create in 2D (Reptiles or insects)	<ul style="list-style-type: none"> • Draw and/or colour media: exploring a variety of media and techniques • Use Art elements: reinforce relevant art elements through use of own images of reptiles or insects • Design principles: emphasis and focal points and integrating previous knowledge from previous years guided by the educator and learner knowledge 	<ul style="list-style-type: none"> • Resources: A3 white paper, charcoal and or Grey pencils or different pens. • Drawing a reptile or insect through using different features in visual literacy • Creating a fantasy reptile or insect through observing pictures

4 - 5	<p>Create in 3D (Reptiles or insects)</p>	<ul style="list-style-type: none"> • Use skills and techniques: Sculpturing • Art elements: reinforce texture, shape/form through modelling own faces • Design principles: reinforce emphasis and focal points through use in own models of a fantasy reptile or insect • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Use tools appropriately and safety requirements need to be met and reinforced by the educator. 	<ul style="list-style-type: none"> • Recourses: cutting knife, any type of clay or soap, paper clay, toothpicks, and any of the sculpturing tools. • Let learners choose the medium they would like to experiment with or feel comfortable in experimenting. • Educator has to give guidance as well as make a few samples so learners can see how it is done. • Creating own fantasy reptile or insect • Make use of focal points • Scratching and cutting is some of the skills the learner can use
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YEAR THREE TERM 3

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up & play	<ul style="list-style-type: none"> Do physical warm up for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises) 	<ul style="list-style-type: none"> Trust games in pairs or small group arrangements Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.
	Improvise & create	<ul style="list-style-type: none"> Do balancing in different ways on one leg, alone and with a partner 	
	Interpret & perform		
7	Warm up & play	<ul style="list-style-type: none"> Vocal warm up (Use any type of music genre to enhance unison, canon, two-part harmony, and call and response) 	The focus during this term for this lesson activity is on role play. <ul style="list-style-type: none"> Vocal warm up (including breathing awareness exercises, harmonising of vowels on different notes) : Start off with standing in the neutral position, focusing on the correct posture, develop breathing capacity and control by doing breathing activities, proceed to articulation activities focusing on the correct formation of the words. Partner skills such as copying, leading, following and mirroring. Learners are divided into pairs. Each learner works with a partner and imitates the movement made by
	Improvise & create	<ul style="list-style-type: none"> Create musical phrases, in pairs, using repetition, accent, call and response, and/or echo 	
	Interpret & perform	-	
8	Warm up & play	<ul style="list-style-type: none"> Do vocal warm up (including breathing awareness exercises, harmonising of vowels on different notes) 	
	Improvise & create	<ul style="list-style-type: none"> Partner skills such as copying, leading, following and mirroring Pair role-plays, using appropriate language, movement, facial 	
	Interpret & perform	<ul style="list-style-type: none"> Perform group role-play using characters created, body language and movement, facial expressions, gestures and voice control 	

9 - 10	Warm up & play	<ul style="list-style-type: none"> • Participate in trust games, in pairs and small groups (e.g. sharing body weight, and other) • Do cool downs (including stretches and flowing movements) 	<p>the other, or mirrors the movements made. The focus is on developing concentration and observational skills.</p> <ul style="list-style-type: none"> • Pair role-plays, using appropriate language, movement, facial expression and gesture. Learners remain in their pairs. Each pair is allocated a short dialogue of four lines, depicting a scenario. They are tasked to take on the role of a character and learn the four lines (two lines each). They practise performing the dialogue for a few times and then add their own dialogue to develop the scenario.
	Improvise & create	<ul style="list-style-type: none"> • Do movement phrases in pairs using 'question and answer' and 'meeting and parting' • Pair role-plays, using appropriate language, movement, facial expression and gesture 	
	Interpret & perform	<ul style="list-style-type: none"> • Perform group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution) 	<p>Group role-play using characters created in Topic 2: The two pairs match up so that there are four learners (roles) per group. Learners are tasked to find ways to combine the two role-plays. They can change the dialogue to suit the newly created role-play. They should focus on developing a story with a beginning, middle section and an end. They practice the role-play for a few times with teacher's guidance and perform it as a classroom drama using dance steps and music</p>

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two practical activity will have a 100% weighting.
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An assessment tool has to be developed for both art forms containing planning, rubric and reflection

Visual Literacy

- Observe and discuss visual stimuli in photographs, pictures, artworks and real objects to identify and name all art elements in the images of reptiles or insects
- Art elements: shapes and all colour theory used from year 1-3

Create in 2D

- Draw and/or colour media: exploring a variety of media and techniques
- Use Art elements: reinforce relevant art elements through use of own images of reptiles or insects
- Design principles: emphasis and focal points and integrating previous knowledge from previous years guided by the educator and learner knowledge

Create in 3D

- Use skills and techniques: Sculpturing
- Art elements: reinforce texture, shape/form through modelling of a fantasy creature using images of reptiles or insects concentrating on focal points
- Design principles: reinforce emphasis through use in own models
- Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space

Performing Arts:

Participation in

- Vocal warm up
- Partner skills
- Group role play

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy	<ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements from the whole year. Observe and discuss years' work 	<ul style="list-style-type: none"> Discuss the successes of learners' work done in Terms 1-3. PowerPoint or presentation by learners' creations in group form to evaluate each other's work and having discussion on good and bad practices that were done.
2 - 3	Create in 2D	<ul style="list-style-type: none"> Draw and/or colour media: exploring a variety of media and techniques Use Art elements: Using all taught during the year Design principles: reinforce use of contrast and proportion in own images 	<ul style="list-style-type: none"> Resources: A3 white page and mixed mediums Learner combines all techniques taught to create a picture using one of the themes of the work done in Term 1-3. Create a picture combining all work done from Term 1-3
4 - 5	Create in 3D	<ul style="list-style-type: none"> Perform skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials Use Art elements: All art elements done throughout the year Spatial awareness: reinforce conscious awareness of working in space 	<ul style="list-style-type: none"> Resources: mixed media Learner combines all techniques taught to create a picture using one of the themes of the work done in throughout the year Creating a product where all Term 1 – 3 work is taking in consideration and combining these products into one object.

YEAR THREE TERM 4 CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up & play	<ul style="list-style-type: none"> Perform physical warm ups for strength and flexibility (including spinal rolls, swings, floor work and body part isolations) Perform cool downs (including stretches and flowing movements) 	<p>Example of a lesson activity:</p> <p>Select a minimum of at least four warm-up activities (one per lesson).</p> <p>Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p>The focus during this term for this lesson activity is on drama and dance.</p> <ul style="list-style-type: none"> Class is divided into groups of four and five. Teacher guides them in doing group awareness games (such as creating a machine through complementary movements). They focus on aspects such as rhythm, dynamics, levels, adding sound effects, etc. Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners. Teacher leads classroom discussion on some social, cultural or environmental issue to stimulate the development of an improvisation such as pollution, human rights, etc. in groups learners develop a short storyline highlighting their selected issue of concern. Using key word (What? Where? When? How?, they develop an improvisation and perform it to the rest of the class.
	Improvise & create	<ul style="list-style-type: none"> Create short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners 	
	Interpret & perform	<ul style="list-style-type: none"> Perform drama/dance presentation, reflecting on a social, cultural or environmental issue relevant to learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually 	
7 - 8	Warm up & play	<ul style="list-style-type: none"> Do vocal warm ups (including strengthening articulation through rhymes and tongue twisters) Participate in group awareness games (such as creating a machine through complementary movements) 	
	Improvise & create	<ul style="list-style-type: none"> Create short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners 	
	Interpret & perform	<ul style="list-style-type: none"> Perform Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually 	

	Warm up & play	<ul style="list-style-type: none"> • Singing warm ups (including South African songs in unison, and two-part harmony) • Call and response games 	<p>Teacher assists learners in shaping and refining their classroom improvisation on a selected issue of concern. These improvisations are developed into Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to learners to enrich the improvisation learners are guided to add and use selected tableaux, movement, poetry and speaking/singing in unison or individually.</p>
	Improvise & create	<ul style="list-style-type: none"> • Participate in an ensemble to create a short music piece, combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue 	
	Interpret & perform	<ul style="list-style-type: none"> • Participate in an ensemble to sing a song in two or three parts 	
9-10	Warm up & play	<ul style="list-style-type: none"> • Vocal warm ups (including all types of genres using unison and two-part harmony) • Call and response games 	
	Improvise & create	<ul style="list-style-type: none"> • Participate in an ensemble to create a short music piece, combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue 	
	Interpret & perform	<ul style="list-style-type: none"> • Sing a song in two or three parts 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements form the whole year. Observe and discuss years' work <p>Create in 2D</p> <ul style="list-style-type: none"> • Revision of Terms 1-3 no new skills to be developed. • Build on the knowledge taught throughout the year • Discuss the successes of learner's work on throughout the year <p>Create in 3D</p> <ul style="list-style-type: none"> • Revision of Terms 1-3 no new skills to be developed. • Build on the knowledge taught throughout the year • Creating a product where all Term 1 – 3 work is taking in consideration and combining these products into one object. <p>Performing Arts</p> <ul style="list-style-type: none"> • Participation in all work done during Terms1 - 3 		

YEAR FOUR TERM 1

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (Architectural structures)	<ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, pictures, artworks and real objects to identify monochromatic colour in images of Architectural structures • Observe and discuss visual stimuli in photographs, pictures, artworks and real objects to identify and name balance in images of Architectural structures • Art elements: line, colour, tone, shape and texture 	<ul style="list-style-type: none"> • Commence the lesson by providing visual stimulus to learners • Learners need to observe artworks/photographs and real objects to identify monochromatic colour in images. (find examples in textbooks, internet and other resources) • Also look at balance in images of Architectural structures
2 - 3	Create in 2D (Architectural structures)	<ul style="list-style-type: none"> • Draw and/or colour media: exploring a variety of media and techniques • Use Art elements: monochromatic colour used in own images of Architectural structures (removed full stops) • Design principles: balance used in own images (removed full stops) • Refer back to visual literacy 	<ul style="list-style-type: none"> • Recourses: A3 white page. Any kind of drawing materials the learner is comfortable using • Use models if possible to be viewed from all sides. • Explore the term monochromatic and show the learners how to mix the different tones of the same colour • Drawings of buildings seeing it from different angles and views.
4 - 5	Create in 3D (Architectural structures)	<ul style="list-style-type: none"> • Utilise skills and techniques: Recyclable materials • Use Art elements: reinforce texture, shape/form in own models of Architectural structures. • Design principles: balance and emphasis • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate tidiness and sharing of space 	<p>Recourses: Recyclable materials, cardboard, glue and cutting knives.</p> <ul style="list-style-type: none"> • Building a flat surface 3 D sculpture through the use of different layers. • Use the skills of year 3 where the face was constructed in 3-D with cardboard. • Educator has to set up appropriate assessment tool using skills that was done in Term 1-3.

YEAR FOUR TERM 1 (4 HOURS)

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6 - 7	Warm up & play	<ul style="list-style-type: none"> • Body percussion games (including in unison, in canon) • Physical warm ups for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences) • Cool downs (including stretches and flowing movements) 	<p>Example of a lesson activity:</p> <p>Select a minimum of at least four warm-up activities (one per lesson).</p> <p>Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p>The focus for this term would be on drama and music</p> <ul style="list-style-type: none"> • Body percussion games (including in unison, in canon) • Physical warm ups for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences. Use animal characters from folktales (shark, monkey, donkey, hare, lion) • Sound pictures using found and made instruments of different tone colour and pitch to express a mood or idea. Use the idea and mood from the characters in the African folktale • An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation
	Improvise & create	<ul style="list-style-type: none"> • Music phrases with voice and/or instruments, exploring dynamics, tempo and pitch 	
	Interpret & perform	<ul style="list-style-type: none"> • An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation • Consider: clear plot and credible characters 	
8	Warm up & play	<ul style="list-style-type: none"> • Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song) 	
	Improvise & create	-	
	Interpret & perform	<ul style="list-style-type: none"> • An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation 	

		<ul style="list-style-type: none"> Consider: highlighting key moments 	<p>Consider:</p> <ul style="list-style-type: none"> clear plot and credible characters highlighting key moments using space Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character <p>Different groups doing different parts of the improvised drama - link up with language – use their texts for folktale to save time</p>
9	Warm up & play	<p>The learner is able to:</p> <ul style="list-style-type: none"> Concentration and focus games (using freezing/travelling, and sensory awareness) 	
	Improvise & create	<ul style="list-style-type: none"> Sound pictures using found and made instruments of different tone colour and pitch to express a mood or idea 	
	Interpret & perform	<ul style="list-style-type: none"> An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation Consider: using space 	
10	Warm up & play	<ul style="list-style-type: none"> Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response). 	
	Improvise & create	<ul style="list-style-type: none"> Movement sequences inspired by sound pictures to express a mood or idea 	
	Interpret & perform	<ul style="list-style-type: none"> Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character 	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, pictures, artworks and real objects to identify all colours and or concentrating on monochromatic colour in images of Architectural structures <p>Create in 2D</p> <ul style="list-style-type: none"> • Draw and/or colour media: exploring a variety of media and techniques • Use Art elements: monochromatic colour used in own images of Architectural structures. • Design principles: balance used in own images Architectural structures. <p>Create in 3D</p> <ul style="list-style-type: none"> • Utilise skills and techniques: Recyclable materials • Use Art elements: reinforce texture, shape/form in own models of Architectural structures. • Design principles • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space <p>Performing Arts:</p> <p>Participation in</p> <ul style="list-style-type: none"> • Group awareness and focus games • Short drama and music piece. • Dance / Drama presentation • African folktales or traditional stories to be incorporated with drama, dance moves and music 		

YEAR FOUR TERM 2

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy (Architectural structures)	<ul style="list-style-type: none"> • Art elements and design principles: use in the description of buildings removed full stop and next bullet • Emphasis on learner's personal expressions and interpretation of architecture. 	<ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements found in buildings
2 - 3	Create in 2D (Architectural structures)	<ul style="list-style-type: none"> • Printing of buildings as a design principal • Art elements: shapes (geometric), line, tone, texture and usage of complementary or monochromatic colours in pattern making as a surface decoration • Design principles: balance, contrast, harmony and proportion 	<ul style="list-style-type: none"> • Recourses: A3 black sugar paper or any other type of paper, stamps made with recyclable materials in different forms and shapes, white paint • Drawing or tracing a group or single building onto the black paper • Using different textures and stamp techniques to create a building on the black paper.
4 - 5	Create in 3D (Architectural structures)	<ul style="list-style-type: none"> • Use Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art element: use all practiced throughout year 1-3 • Design principles: use balance in own construction o • Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others 	<ul style="list-style-type: none"> • Recourses: Materials the learner has experimented throughout year 1-3 • Learners need to create a deconstructed Architectural structure using all skills that were developed over year 1 -3. • The learner has to follow a step by step instruction sheet that is developed by the educator in conjunction with the learners in a group form

YEAR FOUR TERM 2 (4 HOURS)

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6 - 7	Warm up & play	<ul style="list-style-type: none"> Physical warm ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences) Cool downs (including stretches and flowing movements) 	<p>Example of a lesson activity:</p> <p>Select a minimum of at least four warm-up activities (one per lesson).</p> <p>Approximate duration of warm-up per lesson: 5 – 10 minutes</p> <p>The focus for this term would be on music and dance</p> <ul style="list-style-type: none"> Select a piece of music and a cultural dance that your learners will find interesting Base some of the warm up and play on the steps that will be used in the dance sequence Create movement sequences that are based on the dance that will be performed Allow learners to work in groups or pairs when they rehearse for the presentation----remind them of eye contact and focus. The rhythmic patterns on the drum need to be explored by all learners Use the textbooks and internet as resources <p>Remember to stretch and do cool down movements afterwards</p>
	Improvise & create	<ul style="list-style-type: none"> Movement sequences, using elements of dance, including time: rhythms; space 	
	Interpret & perform	<ul style="list-style-type: none"> Select a cultural dance; observe and discuss the steps of the dance in recorded or live performance; rehearse the cultural dance for presentation Consider: patterns, repetition and sequencing in the dance Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance <p>(NOTE: Class to divide in half, some to dance, others to perform music, and then swop)</p>	

	Warm up & play	<ul style="list-style-type: none"> Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.)
	Improvise & create	<ul style="list-style-type: none"> Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus
	Interpret & perform	<ul style="list-style-type: none"> Select a cultural dance; observe and discuss the steps of the dance in recorded or live performance; rehearse the cultural dance for presentation Consider: musical accompaniment to the dance, focusing on rhythm Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance <p>(NOTE: Class to divide in half, some to dance, others to perform music, and then swop)</p>
8	Warm up & play	<ul style="list-style-type: none"> Singing warm ups (including traditional songs in unison, canon, two-part harmony, and/or call and response)

8	Improvise & create	<ul style="list-style-type: none"> • Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus
	Interpret & perform	<ul style="list-style-type: none"> • Select a cultural dance; observe and discuss the steps of the dance in recorded or live performance; rehearse the cultural dance for presentation • Consider: performance area and audience arrangement • Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance <p>(NOTE: Class to divide in half, some to dance, others to perform music, and then swop)</p>
9 -10	Warm up & play	<ul style="list-style-type: none"> • Spatial awareness games (including lunges, jumps, arm swings, etc.) • Cool downs (including stretches and flowing movements)
	Improvise & create	-
	Interpret & perform	<ul style="list-style-type: none"> • Rehearse the cultural dance for presentation • Rehearse rhythmic patterns on a drum to accompany selected cultural dance • (NOTE: Class to divide in half, some to dance, others to perform music, and then swop)

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy</p> <ul style="list-style-type: none"> • Ability to observe photographs and discuss visual stimuli in photographs, artworks and real objects <p>Create in 2D</p> <p>Printing</p> <ul style="list-style-type: none"> • Printing of buildings as a design principle • Art elements: shapes (geometric), line, tone, texture and usage of a monochromatic colour • Design principles: balance, contrast, harmony and proportion <p>Create in 3D</p> <ul style="list-style-type: none"> • Use Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce in own construction of a building. • Design principles: use balance in own construction • Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others <p>Performing Arts:</p> <p>Participation in</p> <ul style="list-style-type: none"> • Group awareness games • Short drama • Dance / Drama presentation including the elements of both art forms 		

YEAR FOUR TERM 3

CREATIVE ARTS: VISUAL ARTS

In all 2-D and 3-D lessons content refer back to Visual literacy and in the performing arts refer back to performing literacy.

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
1	Visual literacy South African sculpture for public spaces	<ul style="list-style-type: none"> • Art elements and design principal in descriptions of art works • Emphasis on the learners' personal expression and interpretation of the role of the artist as contributor in the wider world. 	<ul style="list-style-type: none"> • Observe images in magazines, newspapers and pictures on different kinds of Marquette's standing in front of museums in and around South Africa. • Compare these Marquette's to one another through discussion and looking at all Art elements and design principals.
2 - 3	Create in 2D South African sculpture for public spaces	<ul style="list-style-type: none"> • Art elements and design principals use in own work • Painting: deepening and extend colour mixture. • Brush manipulation and personal interpretation • Emphasis on the observation of an still life to make a public comment. 	<ul style="list-style-type: none"> • Recourses: A3 white page, paints, paintbrushes • Drawing a sculpture for public spaces e.g. Marquette for South African sculpture for public space.
4 - 5	Create in 3D South African sculpture for public spaces	<ul style="list-style-type: none"> • Art elements and design principles: use of own work. • Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques being used from Year 1-3. • Spatial awareness: conscious experience of working with shapes in the construction or modelling process. 	<ul style="list-style-type: none"> • Recourses: paper mache, off-cut cardboard and any other medium the learner finds confident using glue and craft knives • Skills and techniques such as pasting, cutting, wrapping, tying, joining in using recycle materials • Setting an assessment tool suitable for the theme created by the educator

YEAR FOUR TERM 3 (4 HOURS)

CREATIVE ARTS: PERFORMING ARTS

WEEK	TOPIC	CONTENT The learner is able to:	Techniques, activities, resources and process notes Activities (Select appropriate activities for the term's lesson/s)
6	Warm up & play	<ul style="list-style-type: none"> • Vocal warm ups (including humming on voiced consonants and vowels and resonance) • Leading and following, action and reaction games 	<p>Example of a lesson activity:</p> <p>Select a minimum of at least four warm-up activities (one per lesson)</p> <p>Approximate duration of warm-up per lesson: 5 – 10 minutes</p>
	Improvise & create	<ul style="list-style-type: none"> • Short dialogues, exploring conflict within a specific context (Who? What? Where? When?) 	
	Interpret & perform	Story line development and using of performing space	
7	Warm up & play	<ul style="list-style-type: none"> • Vocal warm ups (including South African songs in unison, canon, two-part harmony and call and response) 	<p>The focus for this term would be on dance and music</p> <ul style="list-style-type: none"> • Allow the learners to have input when the songs need to be decided upon. Choose cultural traditions that your learners can relate to • Story line developing games: sequencing in a story • Use the cultural tradition as a context when you explore action and reaction games • Do the same when you explore short dialogues
	Improvise & create	-	
	Interpret & perform	<ul style="list-style-type: none"> • Songs from at least two cultural traditions of South • Consider: <ul style="list-style-type: none"> ○ dynamics, melodic and rhythmic patterns ○ the movement (posture, facial expression, gesture) or dance element related to the song 	

8	Warm up & play	<ul style="list-style-type: none"> Singing warm ups (including South African songs in unison, canon, two-part harmony and call and response) 	<ul style="list-style-type: none"> The locomotor and non –locomotor movements can be based on the cultural traditions that you have chosen. <p>Let them sing about the conflict situation so that it becomes an echo. I am angry ----about what what? I want to fight-fight---where-where? When-when –now-now.</p>
	Improvise & create	-	
	Interpret & perform	<ul style="list-style-type: none"> Songs from at least two cultural traditions of South Africa <p>Consider:</p> <ul style="list-style-type: none"> the movement (posture, facial expression, gesture) or dance element related to the song style and mood 	
9 - 10	Warm up & play	<ul style="list-style-type: none"> Physical warm ups for co-ordination and control (including spinal warm up, floor work, loco-motor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops) Cool downs (including stretches and flowing movements) 	
	Improvise & create	<ul style="list-style-type: none"> Movement sequences exploring conflict and using a combination of loco-motor and non-loco-motor movements 	
	Interpret & perform	-	

Integrated in the term work	Assessment	The weeks allocated for formal assessment are integrated across the term. The formal assessment will consist of on Visual Arts with a weighting of 50 % and Performing arts with a weighting of 50%. The two-practical activity will have a 100% weighting.
<p style="text-align: center;">An assessment tool has to be developed for both art forms containing planning, rubric and reflection</p> <p>Visual Literacy took out the: and in all the bottom sentences I took out the full stops</p> <ul style="list-style-type: none"> • Observe images in magazines, newspapers and pictures on different kinds of Marquette’s standing in front of museums in and around South Africa. • Compare these Marquette’s to one another through discussion and looking at all Art elements and design principals. <p>Create in 2D Took out all full stops in bottom sentences in 2D and 3D</p> <ul style="list-style-type: none"> • Art elements and design principals use in own work • Painting: deepening and extend colour mixture • Brush manipulation and personal interpretation • Emphasis on the observation of a still life to make a public comment <p>Create in 3D</p> <ul style="list-style-type: none"> • Art elements and design principles: use of own work • Construction and modelling techniques, good craftsmanship, unfamiliar and familiar techniques being used from Year 1-3 • Spatial awareness: conscious experience of working with shapes in the construction or modelling process <p>Performing Arts:</p> <p>Activity 4: Participation in</p> <ul style="list-style-type: none"> • Group awareness games • Short drama and story line development using performing space • Dance / Drama presentation 		

YEAR FOUR TERM 4**CREATIVE ARTS: VISUAL ARTS**

WEEK	TOPIC	CONTENT	Techniques, activities, resources and process notes)
1 - 4	Assessment	External moderation of school assessment over terms 1, 2 and 3. It is proposed that Learner results for term 1, 2 and 3 are used as a mark for Creative Arts as part of Life Skills and no further formal assessment is done for Creative Arts in term 4.	
6- 10	No external examinations for Creative Arts		

SECTION 4

ASSESSMENT

4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for the Technical Occupational Curriculum and Assessment Policy Statement that is offered in schools that offer this learning programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is critically required of teachers to offer all measures of differentiated assessment as outlined in Chapter 9 of the National Protocol for Assessment. Especially learners in special schools who follow the Technical Occupational Curriculum over a period of four years have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision to reflect the level(s) of each learner. Each learner, regardless of his/her number of years in the school, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate each individual learner within a framework of high expectations (See Chapter 9 of the National Protocol for Assessment).

Learners are also eligible for Accommodations and Concessions as outlined in the Standard Operating Procedures for the Assessment of Learners who Experience Barriers to Assessment from Grade R to 12 (2017).

All decisions related to differentiated assessment are made through completing the protocols as outlined in the Policy on Screening, Identification, Assessment and Support (2014) and recorded and tracked through the Individual Support Plans of learners.

4.2 Assessment Principles

4.2.1 Definition

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

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- Enable the teacher to judge a learner's progress in a reliable way;
- Inform learners of their strengths, weaknesses and progress; and
- Assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and topics specified in the learning programme. In both informal and formal assessments, it is important to ensure that in the course of a school year:

- All of the topics and content are covered;
- The full range of skills is included; and
- A variety of different forms of assessment are used.

4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. **The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.**

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the

teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

a. Why use a Formal Assessment task?

“**Formal Assessment Task (assessment of learning)**” – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.

b. What is a Formal Assessment Task?

It is a set of questions and or instructions that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process commences. This involves explaining to the learners which knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, simulations, performances, tests, examinations, practical demonstrations, etc. The **forms of assessment** used should be appropriate to the age and the developmental level of the learners as well as the context of the subject or skills being assessed. The assessment tasks should be carefully designed to cover the topic, content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

Assessment in the General Certificate of Education: Technical Occupational (GCE: TO)

Assessment in the GCE: TO is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements.
- Facilitate access to and progression within education, training and career paths.
- Enhance the quality of education and training.

- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities.
- Contribute to the holistic development of the learner by addressing:
 - Social adjustment and responsibility;
 - Moral accountability and ethical work orientation;
 - Economic participation; and
 - Nation-building.

The principles that drive these objectives are:

- **Integration**

To adopt a unified approach to education and training that will strengthen the human resources development capacity of the nation.

- **Relevance**

To be dynamic and responsive to national development needs.

- **Credibility**

To demonstrate national and international values and acquired competencies and skills so as to ensure the recognition of the qualification to be attained.

- **Coherence**

To work within a consistent framework of principles and certification.

- **Flexibility**

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- **Participation**

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Portability**

To enable learners to transfer parts of a qualification from one learning institution and/or employer to another institution or employer.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when pre-requisites for accreditation have been successfully completed.

- **Recognition of Prior Learning**

To grant credits for a unit of learning following an assessment or if a learner possesses the capabilities specified in each skills area.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes (SKVAs) needed to demonstrate applied competency. This is achieved through:

- Clearly stating the skill to be assessed;
- Selecting the appropriate or suitable evidence;
- Matching the evidence with a compatible or appropriate method of assessment; and
- Selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner. The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches;
- Bias based on ethnicity, race, gender, age, disability or social class;
- Lack of clarity regarding topic, content or skill being assessed; and
- Comparison of learner's work with that of other learners, based on learning styles and language.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

4.3 Managing Assessment

Assessor Requirements

Assessors must be subject specialists with adequate formal assessment experience. If the teacher conducting the assessments has not been declared a competent assessor, an assessor who has been declared competent may be appointed to oversee the assessment process to ensure the quality and integrity of assessments for the qualification.

Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a level or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes (SKVAs) that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities.
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of barriers to learning experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist help.
- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and weaknesses and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment)** This type of assessment gives an overall picture of student progress at a given time. It determines whether the student is sufficiently competent to progress to the next level.

Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject.

Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

TEACHER ASSESSMENT	The Teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
SELF-ASSESSMENT	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
PEER ASSESSMENT	Learners assess another student or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
GROUP ASSESSMENT	Learners assess the individual performance of other learners within a group or the overall performance of a group of learners against given criteria.

Task lists and **checklists** show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Rubrics are a hierarchy (graded levels) of criteria with benchmarks that describe the minimum level of acceptable performance or achievement for each criterion. It is a different way of assessment and cannot be compared to tests. Each criterion described in the rubric must be assessed separately. Mainly, two types of rubrics, namely holistic and analytical, are used.

Competence Descriptions

All assessment should award marks to evaluate specific assessment tasks. However, marks should be awarded against rubrics and not simply be a total of ticks for right answers. Rubrics

should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learner must demonstrate to achieve each level of the rating scale. When teachers or assessors prepare an assessment task or question, they must ensure that the task or question addresses an aspect of a topic or skill. The relevant content must be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

Strategies for Collecting Evidence

A number of different assessment instruments may be used to collect and record evidence. Examples of instruments that can be (adapted and) used in the classroom include:

Record sheets: The teacher observes learners working in a group. These observations are recorded in a summary table at the end of each task. The teacher can design a record sheet to observe learners' interactive and problem-solving skills, attitudes towards group work and involvement in a group activity.

Checklists: Checklists should have clear categories to ensure that the objectives are effectively met. The categories should describe how the activities are evaluated and against what criteria they are evaluated. Space for comments is essential.

School Assessment Programme

The **Programme of Assessment** is designed to spread formal assessment tasks in all subjects in a school across a term.

The programme of assessment should be recorded in the Teacher's planning file (Portfolio of Assessment) for each subject.

The following should at least be included in the Teacher's File:

- A contents page;
- The formal schedule of assessment;
- The requirements for each assessment task;
- The tools used for each assessment task;
- Recording instrument(s) for each assessment task; and
- A mark sheet and report for each assessment task.

The learner's Evidence of Performance must at least include:

- A contents page;
- The assessment tasks according to the assessment programme as indicated below;

- The assessment tools or instruments for the task; and
- A record of the marks (and comments) achieved for each task.

Where tasks cannot be contained as evidence in the Portfolio of Evidence (PoE), its exact location must be recorded and it must be readily available for moderation purposes.

Assessment across the years

The table below sets out the assessment for Years 1-3.

Year 1-3	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical Total 50 marks	Practical Total 50 marks	Practical Total 50 marks	Practical 50 marks
Number of assessments	Visual Arts. x 1 Performing x 1			
Term Report	100%	100%	100%	25%
End of Year	SBA 75%			25%

The table below sets out the assessment for Year 4

Year 4	Formal School-Based Assessments			Final End-of-Year Assessments
	Term 1	Term 2	Term 3	Term 4
	Practical Total of 50 marks	Practical Total of 50 marks	Practical Total of 50 marks	x
Number of assessments	Visual Arts. x 1 Performing x 1	Visual Arts. x 1 Performing x 1	Visual Arts. x 1 Performing x 1	x
Term Report	100%	100%	100%	x
End of Year	SBA 100 % Practical work of term 1-3 only.			

Assessment Notes for the Creative Arts Teacher

The most important aim of Creative Arts at this level is that learners should engage fully in experiential learning, to develop creativity, expressiveness, communicating in different ways and enjoyment of the arts. There should be feedback from the teacher (brief, meaningful, constructive comments appearing in each learner's report) for both Visual Arts and Performing Arts at the end of each term. The teacher will observe learners' participation and ability to respond to instructions, improvise with confidence, and communicate through visual or performance arts' tools, work sensibly with others and be creative. The educator has to give constructive criticism and give learners encouragement to perform better and build confidence so learners will be willing to experiment freely. Visual literacy is more of an introduction to what is expected of the learner while the 2-D product must be seen as a build up to the 3-D product.

- The teacher has the overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process.
- The Creative Arts Task is administered twice a year for each stream (Visual and Performing Arts) in Years 1, 2 and 3. In Year 4 learners will have a choice.
- By midyear there should be 4 formal assessments.
- Participation in both streams will be assessed informally through class observation.
- The two Visual Arts tasks will add up to a total of 100 marks and similarly, the two Performing Arts tasks will add up to a total of 100 marks. The marks obtained give a total mark out of 200 for the formal assessment tasks at the end of each year for year 1-3.
- Visual Arts tasks can take the form of any creative task from the term, which takes a minimum of 4 periods to complete including a 2-D and 3-D task.
- During the Visual Art task, Music need to be played in the background while an educator can explain different genres of music and forms of music. The music is not the main focus but can be discussed in general as an informal activity.
- Performing Arts tasks can address at least TWO of three art forms (Dance, Drama, and Music). In the Performing Task it is all about appreciation of all three art forms.
- The Visual Art tasks formal assessment could be either the 2 –D drawing or the 3-D product. 2-D has to be assessed in any two Terms and 3-D has to take up the other two Terms except in year four. Both 2D and 3D has to be assessed.

Notes continued

- **All assessment tools should contain the following:**

Planning: Clear instruction sheet has to be given to learners, reading and explaining to the learner what is expected from him/her. The child has to plan the activity through drawings and or mind maps. This is the forerunner of the Rubric and counts marks.

Rubric: The rubric has to contain the art elements and design principles that is applicable to the lesson being taught. In performing arts, we also need to look at elements that has to be achieved and include it in the rubric. The outcomes have to be evaluated as well and we need to create the rubric in such a way that inclusivity is achieved. The bulk of the marks are allocated in the Rubric.

Reflection: The learner and educator has to reflect on what he/she has done and the educator has to lead the learner in understanding ways to improve their performance of either the visual task or performing task. The weighting in marks should be the same as in planning. Reflection gives the learner the assurance that his work is on standard and improvement strategies to implement in the following task.

- **In Creative Arts, formal assessment is done through practical assessment tasks, not written examinations.**

School Assessment Programme

YEAR 1, 2 and 3					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
1	V.A. Create in 3D Performing Art: Perform	Activities x2 Visual and Performing	Practical	100%	FAT 1
2	V.A. Create in 3D Performing Art: Perform	Activities x2 Visual and Performing	Practical	100%	FAT 2
3	V.A. Create in 3D Performing Art: Perform	Activities x2 Visual and Performing	Practical	100%	FAT 3
4	V.A. Create in 3D Performing Art: Perform	Activities x2 Visual and Performing	Practical	25%	FAT 4

YEAR 4					
Term	Content/ concept/skill	Activities	Forms of Assessment	%	FATs based on activities in CAPS: TO
1	V.A. Create in 3D Performing Art: Perform	Activities x2 Visual and Performing	Practical	100%	FAT 1
2	V.A. Create in 3D Performing Art: Perform	Activities x2 Visual and Performing	Practical	100%	FAT 2
3	V.A. Create in 3D Performing Art: Perform	Activities x2 Visual and Performing	Practical	100%	FAT 3
4	SBA 100 % Practical work of terms 1-3 only.				

Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- Learners' names;
- Dates of assessment;
- Name and description of the assessment activity;
- The results of assessment activities, according to Subject; and
- Comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven-point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

Codes and percentages for reporting

Rating code	Description of competence	Percentage	Nature of support provided to learners
7	Outstanding achievement	80 – 100	Independent
6	Meritorious achievement	70 – 79	Independent, verbal cues needed
5	Substantial achievement	60 – 69	Minimum support
4	Adequate achievement	50 – 59	Moderate support
3	Moderate achievement	40 – 49	Maximum support (Physical / Verbal)
2	Elementary achievement	30 – 39	Goals to be revisited – Change of direction required.
1	Not achieved	0 – 29	Little / no interest shown in the activity despite maximum support

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

NOTE:

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

Progression and Promotion:

Learners will progress with age cohort in this Phase (Year 1-4). Where a learner does not meet the minimum requirements to be promoted to the next year then a learner may spend one extra year in the phase (Year 1-4) to strengthen their ability to achieve the qualification.

4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school, district, and provincial levels as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks must be moderated by the relevant subject specialists at the district and, if required, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

4.4.1 Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessors. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

4.4.2 External moderation

External moderation is conducted by the Districts and or Provincial offices, Department of Basic Education, Umalusi and, where relevant, the QCTO. The external moderator:

- Monitors and evaluates the standard of all summative assessments;
- Maintains standards by exercising appropriate influence and control over assessors;
- Ensures proper procedures are followed;
- Ensures summative integrated assessments are correctly administered;
- Observes a minimum sample of 12 summative assessments in total;

- Gives written feedback to the relevant quality assessor; and
- Moderates in case of a dispute between an assessor and a student.

Policy on inclusive education requires that assessment procedures for students who experience barriers to learning be customised and supported to enable these students to achieve their maximum potential.

Moderation is therefore an on-going process and not a once-off end-of-year event.

4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National Policy Pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12*; and (NPPPPR) (2011);
- *National Protocol for Assessment Grades R – 12. (NPA) (2011)*;
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011)*;
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013)*;
- *Policy on Screening, Identification, Assessment and Support (2014)*;
- *Guidelines for Full-service/Inclusive Schools (2010)*; and
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016)*.

SECTION 5

RESOURCES

Annexure A: Teacher file index

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6. National Documents: Policy Document, NPR, NPPPR
7. Annual Teaching Plan (ATP)
8. LTSM List
9. Class Visit Reports
10. District and School reports
11. Lesson Plans and Lessons
12. Assessment plans for Terms
13. Pre and post moderations
14. Formal Assessment Tasks
15. Recording Sheets for subject
16. Internal Meetings
17. Departmental Meetings and Workshops
18. Circulars
19. Intervention plan

Annexure C: Example of a lesson activity for performing arts

The focus of this term would be on movement and rhythms.

- Name game in groups.

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

- Short rhythm patterns using body percussion and the rhythms explored in the name game. Body percussion is added to enhance the rhythm. Explore the following: clapping of hands, fingers, upper legs, etc. Focusing on learners listening to each other's rhythms and mimicking each other, playing in unison, varying tempo and volume.

Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects. Use imagery such as crawl like a worm, slither like a snake, fly like a bird, etc. The rhythm patterns explored in the previous activity can be integrated into movements – explore levels, direction and weight.

Elements of Drama

- **Plot:** The events in a play (the story been acted out)
- **Characters:** these are the people or animals who are involved in the story.
- **Conflict:** this is the tension which arises, the problems that lead to action (the major problem in a story)
- **Settings:** This is the place where the story plays off.
- **Action:** this is when the characters do things, usually involving physical movement.
- **Characters:** the people or creatures in a play. The main characters are the most important people or characters in a play.
- **Theme:** The central thought of a play; the idea or ideas with which a play deals. In other words, it is the main idea of a story. Often the author implies the theme through the narrator's/main characters' thoughts and feelings. The theme can also be the message an author is trying to send.
- **Scenery:** The various elements that are used to create a particular visual setting of a play.
- **Dialogue:** this is what the characters say.
- **Climax:** this is the most important or exiting point in the Drama. It is also called a key moment and it is what the tension has been building up towards.
- **Mood:** this is created by the way the characters show their feelings.

Annexure E: Activity Informal

Warm –up exercise

Divide into your drama groups to build a new warm-up exercise on your existing warm-up routine.

Relaxation

- Find a spot in the class room where you won't be able to bump into any of your peers.
- The space between you and your class mates must be at least an arm length away from each other.
- Sit down on your buttocks or bum.
- Pretend that you are caught in a plastic bubble that doesn't allow you any movement at all.
- Now try your best to break free from your bubble.
- First feel how it gives way in different places, before eventually you are able to stick a hand or a foot out of it.
- Now try to free your whole body. Be aware of the tension in your body and the effort it takes to break free from your bubble.
- Also be aware of how your breathing changes while you are struggling to free yourself. When you are at last free, become aware of the different sensations in your body which is now standing tall without any restrictions.
- Stretch your whole body out and feel how all the tension is draining out of you, leaving you feeling relaxed and energised.

**Informal
Relaxation**

Date: _____

1.1. Complete the check list below after doing this exercise.

Check list on what we have done on Relaxation	X	√
1. There were enough space in the classroom to conduct this activity?		
2. Could you try to get out of the plastic bubble and sat still where you can't get out of the bubble.		
3. Tried to get out of the bubble.		
4. Sat in the bubble, and tried to free the whole body.		
5. I did the sequences correctly and started to emerge my body bit by bit out of the bubble.		
6. I could change my breathing throughout the activity		
7. This activity made me feel relaxed after I completed it.		

1.2. During this activity of relaxation, I struggled with the following:

(write down if you had challenges) if you did not have any challenges leave this question out.

Annexure F: Sample of a Visual Art Activity

Design Principals

The process of assembling the elements of art is called Design principals. The Design principals are: balance, contrast, emphasis, proportion and rhythm.

1. Balance and movement

The need to have all parts of an artwork in exactly the same in weight.

Most successful compositions achieve balance in one of two ways: symmetrically or asymmetrically.

Balance in a 3-D object is easy to understand. If balance isn't achieved the object tips over.

Symmetrical balance can be thought of as 50/50 balance or like a mirror image.

Asymmetrical balance is one side that differ from the other side.

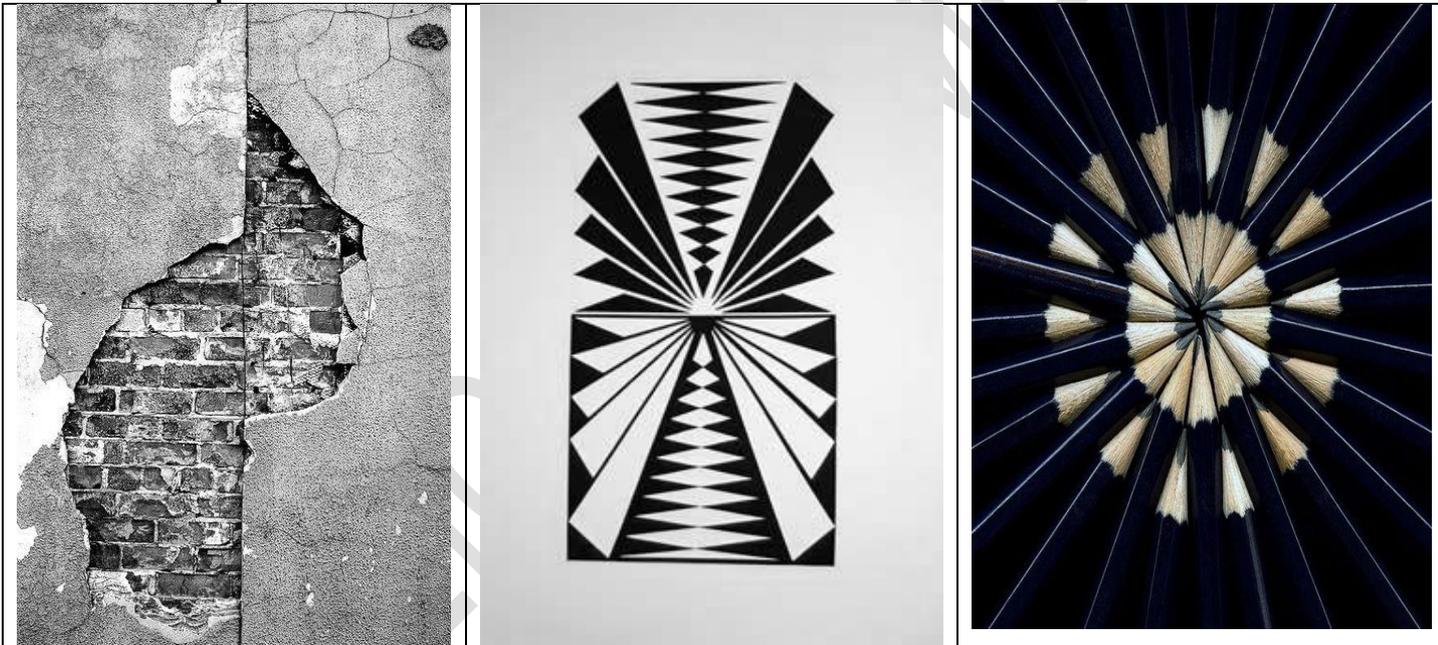
Radial balance is the distribution of elements around a central point in all directions.

Activity

Informal

Date: _____

1. Name the patterns below:



2. Contrast

This is used to show differences such as the differences between dark and light.



3. Emphasis

It is the part of the design that catches the viewers' attention. The artist will make one area stand out through size, colour, texture, shape etc.

Activity 7.2
Informal

Date: _____

Study the next pictures and answer the questions.

Picture	Write down where the emphasis is in the picture	How is the emphasis done? Explain
		
		
		

4. Proportion

It's a feeling of unity when all parts relate well with each other. When drawing the human figure, proportion can refer to the size of the head compared to the rest of the body.

Activity 7.3

Date: _____

Study the pictures below and answer the questions.

7.3.1 Is the following picture drawn in proportion? Give a reason for your answer.



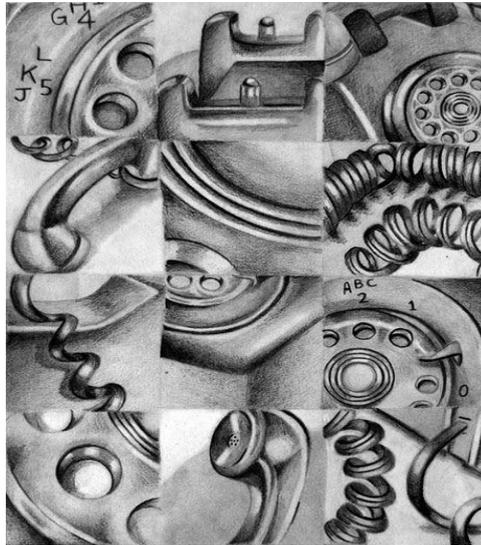
5. Rhythm and Movement

It is created when one or more elements of design are used repeatedly to create a feeling of organized movement. It's the visual flow of the artwork. It's the path that you intend your viewers eye to follow. You can create this by purposefully placing art elements in a way that creates this path. (picture changed)



6. Variety

It is where we slightly change or use different elements together in a composition. It can be created with contrast. It is important to consider how the elements are working together so that you still have harmony and unity within a composition.



7. Pattern

Pattern is a repetition of an art element.

