## 2021 Annual Teaching Plan – Term 1: Personal Social Wellbeing and Physical Education

<table>
<thead>
<tr>
<th>Term 1 (45 days)</th>
<th>Week 1 (3 days)</th>
<th>Week 2</th>
<th>Week 3</th>
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<th>Week 6</th>
<th>Week 7</th>
<th>Week 8</th>
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</thead>
<tbody>
<tr>
<td><strong>CAPS Topic</strong></td>
<td><strong>Development of the self</strong></td>
<td><strong>Development of the self</strong></td>
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<td><strong>FORMAL ASSESSMENT</strong></td>
</tr>
<tr>
<td><strong>Core Concepts, Skills and Values</strong></td>
<td><strong>Basic hygiene principles and COVID-19 protocol.</strong></td>
<td><strong>Basic hygiene principles and COVID-19 protocol.</strong></td>
<td><strong>Basic hygiene principles and COVID-19 protocol.</strong></td>
<td><strong>Basic hygiene principles and COVID-19 protocol.</strong></td>
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<td><strong>Basic hygiene principles and COVID-19 protocol.</strong></td>
<td><strong>Basic hygiene principles and COVID-19 protocol.</strong></td>
<td><strong>Consolidation of work done during the term</strong></td>
</tr>
<tr>
<td></td>
<td>- What is COVID-19?</td>
<td>- Personal strengths: identify, explore and appreciate own strengths: - Strengths of others. - Successful experiences as a result of own strengths: achievements and exciting experiences at school and home.. - Weekly reading by learners: reading for enjoyment. - Reading about role models or successful people or confident people.</td>
<td>- Less successful experiences. - Weekly reading by learners: reading for enjoyment. - Reading about role models or successful people or confident people.</td>
<td>- Ways to convert less successful experiences into positive learning experiences: use strengths to improve weaknesses. - Weekly reading by learners: reading for enjoyment. - Reading about role models or successful people or confident people.</td>
<td>- Respect for own and others’ bodies: privacy, bodily integrity and not subjecting one’s body to substance abuse. - Weekly reading by learners: reading for enjoyment. - Reading about care and respect for body others’ bodies.</td>
<td>- Reasons for respecting own and others’ bodies. - Weekly reading by learners: reading for enjoyment. - Reading about care and respect for body others’ bodies.</td>
<td>- Dealing with conflict: examples of conflict situations at home and school. - Weekly reading by learners: reading for enjoyment. - Reading about care and respect for body others’ bodies.</td>
<td>- Strategies to avoid conflicts. - Useful responses to conflict situations. - Weekly reading by learners: reading for enjoyment. - Reading about safe environments and how to avoid conflict situations.</td>
<td>- Assignment/case study done during the term</td>
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</tbody>
</table>
### 2021 Grade 4 Life Skills Annual Teaching Plan

#### Term 1: 45 days

<table>
<thead>
<tr>
<th>Week 1 (3 days)</th>
<th>Week 2</th>
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<tbody>
<tr>
<td><strong>Resources (other than textbook) to enhance learning</strong></td>
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<td>• Textbook, books on care and respect for body and conflict situations</td>
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<td>• Newspaper articles and posters on COVID-19,</td>
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<td>• DBE and Department of Health support material and posters on COVID-19,</td>
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<td>• Textbooks and resources on movement participation that promote locomote, rotate, elevate and balance using parts of the body with control.</td>
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<tr>
<td><strong>Informal Assessment</strong></td>
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<td>Homework/ worksheets/Classwork</td>
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#### Term 2: 51 days

<table>
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<th>Week 1</th>
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</thead>
<tbody>
<tr>
<td><strong>CAPS Topic</strong></td>
<td>Development of the self</td>
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<td>Development of the self</td>
<td>Development of the self</td>
<td>Development of the self</td>
<td>Social responsibility</td>
<td>Social responsibility</td>
</tr>
</tbody>
</table>

#### Core Concepts, Skills and Values

- **Basic hygiene principles and COVID-19 issues**
  - Emotions
    - Understanding own emotions: appropriate ways to express own emotions.
    - Weekly reading by learners: reading for enjoyment.
    - Reading about how people express different emotions
  - Personal experience of working in a group: at school and home.
    - School: as member of a class, in a school or small group project or activity.
    - Weekly reading by learners: reading for enjoyment.
    - Reading about how People express different emotions
  - Basic hygiene principles and COVID-19 issues
    - Benefits of working in a group
      - Challenges of working in a group
      - Useful responses to challenges of working in a group.
      - Weekly reading by learners: reading for enjoyment.
      - Reading about ways to succeed in working in a group
  - Basic hygiene principles and COVID-19 issues
    - Home: as member of a family, working and getting along with siblings.
  - Basic hygiene principles and COVID-19 issues
    - Bullying: how to protect self from acts of bullying
      - Examples of acts of bullying.
    - Weekly reading by learners: reading for enjoyment.
    - Reading about appropriate responses to bullying

#### FORMAL ASSESSMENT

**Written task =30**

**Physical Education=30**

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### 2021 ANNUAL TEACHING PLAN – TERM 2: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION

**Learners will be assessed on Term 1 and 2’s work**

**Outline for Test**

**Section A: 15 marks**

- All questions are compulsory.
- The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.
- Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.
- Learners will provide direct responses and full sentence in point form.
- One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.
- Learners will solve problems, make decisions and give advice. They will provide a few direct responses.

**Section B: 15 marks**

- All questions are compulsory.
- Case study may be used.
- The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.
- Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.
- Learners will provide direct responses and full sentence in point form.
- One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.
- Learners will solve problems, make decisions and give advice. They will provide a few direct responses.

**Note.** Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.
## Physical Education

**PRIOR KNOWLEDGE: GRADE 3 TERM 2**

**Coordination:**
- **Station 1:** Basketball - dribble a ball zigzag through markers
- **Station 2:** Hockey - dribble a ball through obstacles
- **Station 3:** Netball - pass while running
- **Station 4:** Rugby - running and passing the ball in a backline action
- **Station 5:** Soccer - dribble a ball through markers

**Movement performance in a variety of modified invasion games**

**Safety issues during games**

**Participation in a variety of modified invasion games**

### Requisite Pre-Knowledge

<table>
<thead>
<tr>
<th>Development of the self</th>
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<th>Development of the self</th>
<th>Social responsibility</th>
<th>Social responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development of the self</td>
<td>Development of the self</td>
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<td>Development of the self</td>
<td>Development of the self</td>
<td>Social responsibility</td>
<td>Social responsibility</td>
</tr>
</tbody>
</table>

### Resources (other than textbook)
- Textbook, newspaper articles, posters, books on emotion
- Textbook, posters, pictures from magazines, on Constitution of SA, Children’s Act, newspaper articles, books about children’s rights and responsibilities
- News articles and Posters on COVID-19,
- DBE and Department of Health support material and posters on COVID-19,

### Informal Assessment

- Homework/ worksheets/Classwork

### SBA (Formal Assessment)

- TEST= 30
  - Physical Education =30
## ANNUAL TEACHING PLAN – TERM 3: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION

| Term 3 | 52 days | Week 1          | Week 2          | Week 3          | Week 4          | Week 5          | Week 6          | Week 7          | Week 8          | Week 9          | Week 10         | Week 11         |
|--------|---------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|
| **CAPS Topic** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **Social responsibility** | **FOMAL ASSESSMENT** |
| **PRIOR KNOWLEDGE: GRADE 3 TERM 2** | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Healthy eating | Assessment: Project |
| **Food groups** | Vitamins, Fruits and vegetable | Carbohydrates: bread, maize, meal, Protein: eggs, beans, Meat: nuts, Dairy: milk, Cheese, yoghurt | A balanced diet | Weekly reading: reading for enjoyment | Reading about food groups found in narratives of different cultures | Reading about food groups found in narratives of different cultures | Reading about food groups found in narratives of different cultures | Reading about food groups found in narratives of different cultures | Reading about food groups found in narratives of different cultures | Reading about food groups found in narratives of different cultures | Reading about food groups found in narratives of different cultures | Reading about food groups found in narratives of different cultures | |
| **Weekly reading** | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | - Reading about moral lessons in narratives of different cultures | |
| **Physical Education** | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Participation in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture |
| **Rhythm:** | Rope skipping, advanced movement such as cross-over, double skip, etc. | Gymnastic movement such as forward roll, backward roll, hand spring, and cartwheel | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | Movement performance in rhythmic movements with focus on posture | |
| **Requisite Pre-Knowledge** | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | Social responsibility | |
| **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** | **Health and environmental responsibility** |
2021 Grade 4 Life Skills Annual Teaching Plan

Term 3
52 days

<table>
<thead>
<tr>
<th>Resources (other than textbook) to enhance learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbook, posters, books on cultures and moral lessons, newspaper articles.</td>
</tr>
<tr>
<td>Textbook, books on religions in South Africa, newspaper articles.</td>
</tr>
<tr>
<td>Textbook, water safety equipment, books on dangers in and around water and Life Saving SA material</td>
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<tr>
<td>Posters on COVID-19,</td>
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<tr>
<td>DBE and Department of Health support material and posters on COVID-19,</td>
</tr>
</tbody>
</table>

Informal Assessment
Homework/ worksheets/Classwork

SBA
(Formal Assessment)

ANNUAL TEACHING PLAN – TERM 4: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 4
47 days

<table>
<thead>
<tr>
<th>CAPS Topic</th>
<th>Week 1</th>
<th>Week 2</th>
<th>Week 3</th>
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</thead>
<tbody>
<tr>
<td>CORE CONCEPTS, SKILLS AND VALUES</td>
<td>Health and environmental responsibility</td>
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<td>• Road safety</td>
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<td>• How traffic officers help us</td>
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<td>• Weekly reading by learners: reading for enjoyment.</td>
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<tr>
<td>• Read about road safety.</td>
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</table>

Core Concepts, Skills and Values

Learners will be assessed on Term 3 and 4’s work

Outline for test

Section A: 15 marks
All questions are compulsory.
- The questions will be matching columns and/or fill in/ complete sentences and/or lists.
- Questions will test understanding and factual knowledge.

Section B: 15 marks
- All questions are compulsory.
- Case study may be used.
- The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.
- Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class.
- Learners will provide directed responses and full sentence in point form.
- Questions will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.
- Learners will solve problems, make decisions and give
## Term 4 (47 days)

<table>
<thead>
<tr>
<th>Week 1</th>
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<tbody>
<tr>
<td>• Reading about pollution.</td>
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<td>Movement performance in basic field and track athletics or swimming activities.</td>
<td>Movement performance in basic field and track athletics or swimming activities.</td>
<td>Participation in basic field and track athletics or swimming activities.</td>
<td>Participation in basic field and track athletics or swimming activities.</td>
<td>Movement performance in basic field and track athletics or swimming activities.</td>
<td>Movement performance in basic field and track athletics or swimming activities.</td>
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### Physical Education

- Participation in basic field and track athletics or swimming activities,
- Safety measures during athletic or swimming activities,
- Movement performance in basic field and track athletics or swimming activities,
- Participation in basic field and track athletics or swimming activities,
- Movement performance in basic field and track athletics or swimming activities.

### Requisite Pre-Knowledge

- Health and environmental responsibility,
- Health and environmental responsibility,
- Health and environmental responsibility,
- Health and environmental responsibility,
- Health and environmental responsibility,
- Health and environmental responsibility,
- Health and environmental responsibility.

### Resources (other than textbook) to enhance learning

- Textbook, posters relevant traffic signs, books on traffic rules
- Textbook, posters, books on personal and household hygiene.
- Textbook, magazines, posters, books on healthy environments and personal health.
- Textbooks on HIV and AIDS.
- Posters on COVID-19.
- DBE and Department of Health support material and posters on COVID-19.

### Informal Assessment

- Homework/ worksheets/Classwork

### SBA (Formal Assessment)

- Test = 30
  - Physical Education = 30

Note: Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly. They will provide a few direct responses.
2021 Grade 4 Life Skills Annual Teaching Plan

2021 ANNUAL TEACHING PLAN – TERM 1: CREATIVE ARTS

## CAPS topic

<table>
<thead>
<tr>
<th>Term 1 45 days</th>
<th>Week 1</th>
<th>Week 2</th>
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<th>Week 7</th>
<th>Week 8</th>
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<th>Week 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create in 2D, family and friends</td>
<td>Create in 2D, family and friends</td>
<td>Create in 3D, self and others</td>
<td>Create in 3D, self and others</td>
<td>Informal assessment</td>
<td>Warm up and play</td>
<td>Warm up and play</td>
<td>Warm up and play</td>
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<td>Warm up and play</td>
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<tr>
<td>Visual literacy</td>
<td>Visual literacy</td>
<td>Visual literacy</td>
<td>Visual literacy</td>
<td>Improvise and create</td>
<td>Improvise and create</td>
<td>Read, interpret and perform</td>
<td>Appreciate and reflect on</td>
<td>Warm up and play</td>
<td>Improvise and create</td>
<td>Improvise and create</td>
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</table>

## Concepts, skills and values

- **Visual literacy**
  - **Baseline assessment**
  - **Practical informal tasks**
    - Art elements
      - Line
      - Shape
      - Texture
    - Form
      - Space
      - Colour
    - Value
  - Create in 2D, A picture of me
    - Evaluate use of art elements in a pencil drawing as well as answering of theory questions.

- **Requisite pre-knowledge**
  - Basic and practical experience of art, and some design principles, basic experiences in creating simple 2D and 3D artworks.

## Resources

- Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs.

## Informal assessment; remediation

- **Continuous informal assessment through observation, classroom discussions, learners’ continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher**

## SBA (Formal Assessment)

- **Visual Art Informal Assessment Task: Preparatory 2D artwork (sketches/paintings/collage) to create a 3D artwork**

## Practical Formal Assessment: Performing Arts:
- **Rhythm patterns** (crotchetts, crotchetts rests, quavers and quaver rests, minims and minim rests), combining locomotor movements with sound using body percussion and/or percussion instruments.

## Performing Arts 40 marks

When assessing Performing Arts, it is important that the teacher chooses a Formal Assessment Task that consists of at least TWO of the three performing art forms.
### 2021 ANNUAL TEACHING PLAN – TERM 2: CREATIVE ARTS

#### Term 2

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<th>51 days</th>
<th>Week 1</th>
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<th>Week 11</th>
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<tbody>
<tr>
<td>CAPS topic</td>
<td>Warm up and play</td>
<td>Improve and create</td>
<td>Appreciate and reflect</td>
<td>Warm up and play</td>
<td>Read, interpret and perform</td>
<td>Appreciate and reflect</td>
<td>Warm up and play</td>
<td>Read, interpret and perform</td>
<td>Improve and create</td>
<td>Warm up and play</td>
<td>Appreciate and reflect on</td>
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<tr>
<td>Concepts and skills &amp; values</td>
<td>Warm up and play</td>
<td>Improvise and create</td>
<td>Appreciate and reflect</td>
<td>Warm up and play</td>
<td>Read, interpret and perform</td>
<td>Appreciate and reflect</td>
<td>Warm up and play</td>
<td>Read, interpret and perform</td>
<td>Improve and create</td>
<td>Warm up and play</td>
<td>Appreciate and reflect on</td>
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<tr>
<td>Resources</td>
<td>Warm up and play</td>
<td>Read, interpret and perform</td>
<td>Appreciate and reflect</td>
<td>Warm up and play</td>
<td>Read, interpret and perform</td>
<td>Appreciate and reflect</td>
<td>Warm up and play</td>
<td>Read, interpret and perform</td>
<td>Improve and create</td>
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<td>Week 11</td>
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2021 Grade 4 Life Skills Annual Teaching Plan

Concepts, skills and values

Visual Literacy
- Observe, discuss visual stimuli in photographs, artworks and real objects to identify and name art elements in images of wild or domestic animals.
- Create in 2D wild or domestic animals and their environment
  - Art elements: use related colour in own images of wild or domestic animals.
  - Drawing and/or colour media: exploring a variety of media and techniques.
  - Design principles: reinforce use of contrast and proportion through own images of wild or domestic animals.

Create in 3D wild or domestic animals and their environment
- Art elements: use related colour in own images of wild or domestic animals.
- Drawing and/or colour media: exploring a variety of media and techniques.
- Design principles: reinforce use of contrast and proportion through own images of wild or domestic animals.

Art elements - texture, shape/form
- Design principles: reinforce conscious use and naming of contrast and proportion in own models of wild or domestic animals.
- Skills and techniques: clay/any other appropriate and available medium.

Spatial awareness:
- Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back, sides.
- Appropriate use of tools.

Art elements - colour, line, form, space, dimension
- Design principles: reinforce contrast and proportion in 2D artwork.
- Skills and techniques: coloured inks, oil pastels, tempera paint, colour pencils, ink and stick drawings, etc.

Spatial awareness:
- Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back, sides.
- Appropriate use of tools.

Create in 3D:
- Drawing/colour media: wild or domestic animals and their environment.
- Create in 3D:
  - Drawing/colour media: exploring a variety of media and techniques.
  - Design principles: reinforce conscious use and naming of contrast and proportion in own models of wild or domestic animals.
  - Skills and techniques: clay/any other appropriate and available medium.

Spatial awareness:
- Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back, sides.
- Appropriate use of tools.

Warm up:
- Rolling up and down the spine and side bends
- Warm up:
  - Rolling up and down the spine and side bends.
  - Movement sequences exploring verbal dynamics and word sequences.

Appreciate and reflect on:
- Expressive qualities of musical instruments in music used in Topic 2.

Requisite pre-knowledge

Basic and practical experience of art elements, and some basic principles, basic experiences in creating simple 2D and 3D artworks.

Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space), basic improvisation technique, understanding and application of drama elements character, plot, time, space, audience. Awareness of how different sounds of different musical instruments as well as the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. In the same way, a song can be used to describe a mood or a character.

Resources to enhance learning

Materials:
- 3H/2H HB/2B/6B/8B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, and photographs.
- Any other appropriate and available art material (e.g. Paper Maché/ wire / cardboard) other recyclable material for 3D artwork. Example 3D figures.

Found or made musical instruments, including drum/tambourine; audio equipment and audio-visuals with a range of suitable music; charts and posters of musical notes on stave; objects for sensory work including cans, suitcases, hats, newspapers, balls and a large variety of different sized and shaped objects, found or made musical instruments, including drum/tambourine; CD player, interactive whiteboard/data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, video clips

Continuous informal assessment through observation, classroom discussions, learners’ continuous reflection in workbooks (journals, worksheets, quizzes, class tests, etc.) assessed by self, peer or teacher.

Informal assessment: remediation

Workbook: questions to deepen observation of elements, design principles: images of wild or domestic animals.

Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles.

Preparatory sketches, development of a drama character description.

Workbook: classroom discussion and reflection.

Workbook: family/group; appearance, name, sound produced, pitch.

Workbook: mind map, developing a drama character description.

Workbook: theatre and written critical reflection: performances using simple creative arts terminology.

SBA (Formal Assessment)

Informal Assessment: Visual Art Informal Assessment Task: 2D and 3D artwork

Formal assessment of Performing Arts

2021 ANNUAL TEACHING PLAN – TERM 4: CREATIVE ARTS

Performing Arts

40 marks

When assessing Performing Arts, it is important that the teacher chooses a Formal Assessment Task that consists of at least TWO of the three performing art forms.

Performing Arts:

- Drama performance: storyline, characters, space, time.
- Sound pictures using instruments: soundtrack.
- Singing of songs related to the character.
<table>
<thead>
<tr>
<th>Week 1</th>
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<th>Week 7</th>
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<tbody>
<tr>
<td><strong>CAPS topic</strong></td>
<td>Warm up and play</td>
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<td><strong>Concepts, skills and values</strong></td>
<td>Improvise and create</td>
<td>Improvise and create</td>
<td>Read, interpret and perform</td>
<td>Improvise and create</td>
<td>Read, interpret and perform</td>
<td>Create in 2D the natural world</td>
<td>Create in 2D the natural world</td>
<td>Create in 3D, a kite/dream catcher/bird feeder</td>
<td>Create in 3D, a kite/dream catcher/bird feeder</td>
</tr>
</tbody>
</table>

### Requisite pre-knowledge
- **Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space); ability to read and interpret texts at a basic level, understanding and application of drama elements character, plot, time, space, audience. Awareness of how different sounds of different musical instruments as well as the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. In the same way, a song can be used to describe a mood or a character.**

- **Basic understanding and experience of art elements and design principles, experience in creating simple 2D and 3D artworks.**

### Resources (other than textbook to enhance learning)
- **Open space; found or made musical instruments, including drum/tambourine; Audio equipment and audio-visuals with a range of suitable music; Charts and posters of musical notes, stave and tonic solfa (doh-sol); sheet music of simple melodies/songs; Blank notebook; CD player, interactive whiteboard/data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canvas; Book Creator, etc.**

- **Materials: 2H/1H HB/ 2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, and photographs.**

- **Any other appropriate and available art material (Clay/Paper-Mache/ wire/cardboard/other recyclable material) for 3D artwork. Example: 3D figures.**

### Informal assessment: remediation
- **Classroom discussion exploring mime and new terminology: gesture, posture, balance.**
- **Workbook: storyboard of tableaux.**
- **Workbook: Reflection on one’s own and other’s performances and processes using simple creative arts terminology.**
- **Workbook: Questions to deepen and extend observation of elements and design principle.**
- **Workbook: Preparation of sketches, teacher guidance in process towards product.**
- **Observation, side coaching and direction.**

### SBA (Formal Assessment)
- **Informal assessment: Performing Arts**
- **Workbook: questions to deepen and extend observation of elements and design principle.**
- **Workbook: Preparation of sketches, teacher guidance in process towards product.**
- **Observation, side coaching and direction.**

### Practical Formal Assessment: Visual Art
- **Create in 2D, the natural world**
- **Create in 3D, a kite/dream catcher/bird feeder**
- **Art elements: texture, shape/form, colour**
- **Design principles: reinforce conscious use and naming of contrast and proportion in construction. Spatial awareness: extending parts of models into space. Appropriate use of tools.**

### Assessment Rubric: 40 marks

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**2021 Grade 4 Life Skills Annual Teaching Plan**

**Basic education Department of Education Republic of South Africa**