

2022 ANNUAL TEACHING PLAN – TERM 1: **PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

| Term 1<br>47days   | Week 1  | Week 2  | Week 3   | Week 4  | Week 5  | Week 6  | Week 7   | Week 8   | Week 9  | Week 10   |
|--|---|---|--|---|---|---|--|--|---|---|
| <b>CAPS Topic</b>  | <b>Development of the self</b>  | <b>Development of the self</b>  | Development of the self  | Development of the self   | Development of the self   | Development of the self   | Development of the self  | Development of the self  | Development of the self   | FORMAL ASSESSMENT   |
| <b>Core Concepts, Skills and Values</b>                    | <p>Basic hygiene principles and COVID-19 protocol.</p> <ul style="list-style-type: none"> <li>- What is COVID -19?</li> <li>- How it is transmitted?</li> <li>- How to control the transmission of the virus- behaviour change:</li> <li>- Social/ Physical distancing.</li> <li>- Correct hand washing method.</li> <li>- Sanitising.</li> <li>- Correct use of mask.</li> <li>- Cough etiquette,</li> <li>• <b>Self-management Skill:</b></li> <li>- How to live a positive life and manage your daily activities during COVID -19/ new normal.</li> <li>- Weekly reading by learners: reading for enjoyment.</li> <li>- Reading about covid-19 stories of people who recovered/ affected</li> <li>• Positive self-concept formation - Influence of others on self-concept: adults and peers</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Prior knowledge from Grade 4 Term 1</p> <ul style="list-style-type: none"> <li>• Personal strengths: identify, explore and appreciate own strengths</li> </ul> <p>Personal successes as contributing factors to positive self-concept</p> <ul style="list-style-type: none"> <li>- Action plan for continued positive self-concept formation</li> <li>• Reading skills: reading with understanding and using a dictionary</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Prior knowledge from Grade 4 Term 2</p> <p>Personal experience of working in a group: at school and home</p> <p>Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults - Appropriate ways of giving feedback: positive and negative feedback</p>                                | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Appropriate ways of receiving negative and positive feedback</p> <ul style="list-style-type: none"> <li>• Reading skills: reading with understanding and using a dictionary</li> <li>- Reading about appropriate ways of giving and receiving feedback: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Prior knowledge from Grade 4 Term 2</p> <ul style="list-style-type: none"> <li>• Emotions - Understanding a range of emotions: love, happiness, grief, fear and jealousy - Understanding own emotions: appropriate ways to express own emotions - How to understand and consider others emotions</li> </ul> <p>Coping with emotions: empathy, compassion, anger, disappointment, and sadness</p> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Skills to manage emotions in a positive way</p> <p>Prior knowledge from Grade 4 Self-management skills from Fundamentals</p> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Significance of friends in times of sadness, tragedy, and change</p> <ul style="list-style-type: none"> <li>• Reading skills: reading with understanding and using a dictionary</li> <li>- Reading about friendships that are caring and supportive: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>• Relationships with peers, older people and strangers:</li> <li>- Safe and unsafe relationships</li> <li>- Bad and good relationships</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>- Benefits of good and safe relationships</li> <li>• Reading skills: reading with understanding and using a dictionary</li> <li>- Reading about relationships that are safe and good: recall and relate</li> </ul> | <p><b>Learners will be assessed on Term 1's work</b></p> <ul style="list-style-type: none"> <li>• Assignment/ case study/ design and make</li> </ul>            |
| <b>Physical Education</b>                                  | Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation Safety measures relating to movement sequences Examples of possible activities Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, 3 hours skipping, rolling, etc.  | Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation Safety measures relating to movement sequences Examples of possible activities Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, 3 hours skipping, rolling, etc.  | Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation Safety measures relating to movement sequences Examples of possible activities Gymnastics sequences which combine two or more of the following movements: running, walking, jumping, hopping, 3 hours skipping, rolling, etc. | Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation   | Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation   | Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation                              | Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation   | Participation in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation   | Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation   | Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: rotation, balance, locomotion, elevation |
| <b>Requisite Pre-Knowledge</b>                             | Topics on development of the self in Grade 4  | Topics on development of the self in Grade 4  | Topics on development of the self in Grade 4   | Topics on development of the self in Grade 4  | Topics on development of the self in Grade 4  | Topics on development of the self in Grade 4  | Topics on development of the self in Grade 4   | Topics on development of the self in Grade 4   | Topics on development of the self in Grade 4  | Topics on development of the self in Grade 4  |
| <b>Resources (other than textbook) to enhance learning</b> | <ul style="list-style-type: none"> <li>• Textbook, books on care and self-management ; posters, reading books</li> <li>• Newspaper articles and posters on COVID-19,</li> <li>• DBE and Department of Health support material and posters on COVID-19,</li> <li>• Textbooks and resources on movement participation that promote locomote, rotate, elevate and balance using parts of the body with control.</li> </ul>   |   |  |   |   |   |  |  |   |   |
| <b>Informal Assessment</b>                                 | Homework/ worksheets/Classwork  |   |  |   |   |   |  |  |   |   |
| <b>SBA (Formal Assessment)</b>                             | <p><b>WRITTEN TASK: 30 Marks</b></p> <p><b>Physical Education Task: 30 Marks</b></p>  |   |  |   |   |   |  |  |   |   |

2021 ANNUAL TEACHING PLAN – TERM 1: **PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

| Term 2<br>53 days  | Week 1  | Week 2   | Week 3   | Week 4   | Week 5   | Week 6  | Week 7  | Week 8   | Week 9   | Week 10   | Week 11   | Week 12  |  |
|--|---|--|--|--|--|---|---|--|--|---|---|--|--|
| <b>CAPS Topic</b>  | Social responsibility   | Social responsibility  | Social responsibility  | Social responsibility  | Social responsibility  | Social responsibility   | Social responsibility   | Social responsibility  | Social responsibility  | Social responsibility   | Social responsibility   | <b>FORMAL ASSESSMENT</b>   |  |
| <b>Core Concepts, Skills and Values</b>  | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Prior knowledge from Grade 4 Term 2</p> <p>Children’s rights and responsibilities: name, health, safety, education, shelter, food and environment - Children’s rights as stipulated in the South African Constitution - Children’s responsibilities in relation to their rights</p> <ul style="list-style-type: none"> <li>Concepts: discrimination, stereotype and bias</li> <li>Violation of children’s rights: discrimination, stereotype and bias</li> <li>Responses to violations of children’s rights: ways to protect self and others from violations and where to find help</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>A plan to deal with violations of children’s rights in own local context</li> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about individuals who have taken action against violations of children’s rights: recall and relate</li> </ul>  | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Child abuse: - Different forms of child abuse: physical and emotional</p>   | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Effects of abuse on personal health</p> <ul style="list-style-type: none"> <li>Strategies to deal with abuse</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Where to get help and report abuse</p> <ul style="list-style-type: none"> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about ways to protect self and others from abuse: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol.</p> <p>Prior knowledge from Grade 4 Term 2</p> <ul style="list-style-type: none"> <li>Dealing with violent situations: - Identify potential violent situations at home, school and community - Responding effectively to violent situations</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>Ways to avoid and protect oneself from violent situations and where to find help</li> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about protection agencies and places of safety for children: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol- Prior knowledge from Grade 4 Term 3</p> <p>Moral lessons selected from the narratives of cultural groups in South Africa</p> <ul style="list-style-type: none"> <li>Issues of age and gender in different cultural contexts in South Africa: - Relationship between elders and children in different cultural contexts - Responsibilities of boys and girls in different cultural contexts</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Contributions of women and men in different cultural contexts</p> <ul style="list-style-type: none"> <li>Reading skills: reading with understanding and using a dictionary</li> <li>Reading about issues of age and gender in different cultural contexts: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Consolidation of work done during the term</p> | <p><b>Learners will be tested on Term 1 and 2’s work</b></p> <ul style="list-style-type: none"> <li>Controlled School Based Test bases</li> </ul> <table border="1"> <tr> <td> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>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.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>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.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul> </td> </tr> </table> <p>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</p> | <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>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.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul> |
| <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>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.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul>  |  |  |  |  |   |   |  |  |   |   |  |  |
| <b>Physical Education</b>  | Participating in a variety of target games<br>Safety measures during target games<br>Examples of possible activities Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc.  | Participating in a variety of target games<br>Safety measures during target games<br>Examples of possible activities Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc.   | Participating in a variety of target games<br>Safety measures during target games<br>Examples of possible activities Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc. | Movement performance in a variety of target game   | Movement performance in a variety of target game   | Participation in a variety of target games  | Participation in a variety of target games  | Participation in a variety of target games   | Movement performance in a variety of target games.   | Movement performance in a variety of target games.  |   |  |  |
| <b>Requisite Pre-Knowledge</b>   | Social responsibility   | Social responsibility  | Social responsibility  | Social responsibility  | Social responsibility  | Social responsibility   | Social responsibility   | Social responsibility  | Social responsibility  | Social responsibility   |   |  |  |
| <b>Resources (other than textbook) to enhance learning</b>   |   | <ul style="list-style-type: none"> <li>Textbook, newspaper articles, posters, books on children’s rights</li> <li>Textbook, posters, pictures from magazines, on Constitution of SA, Children’s Act, newspaper articles, books about children’s rights and responsibilities</li> <li>News articles and Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19,</li> </ul> |  |  |  |   |   |  |  |   |   |  |  |
| <b>Informal Assessment</b>   |   | Homework/ worksheets/Classwork   |  |  |  |   |   |  |  |   |   |  |  |
| <b>SBA (Formal Assessment)</b>   |   | <p><b>Controlled Test: 30 Marks</b></p> <p><b>Physical Education task: 30 Marks</b></p>  |  |  |  |   |   |  |  |   |   |  |  |

2022 ANNUAL TEACHING PLAN – TERM 3: **PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

| Term 3<br>52 days  | Week 1  | Week 2   | Week 3   | Week 4  | Week 5   | Week 6  | Week 7  | Week 8  | Week 9  | Week 10  | Week 11  |
|--|---|--|--|---|--|---|---|---|---|--|--|
| <b>CAPS Topic</b>  | 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  | <b>FOMAL ASSESSMENT</b>  |
| <b>Core Concepts, Skills and Values</b>                    | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Prior knowledge from Grade 4 Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion</p> <ul style="list-style-type: none"> <li>Festivals and customs from a variety of religions in South Africa</li> </ul>   | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>Festivals and customs from a variety of religions in South Africa</li> </ul>  | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>Festivals and customs from a variety of religions in South Africa</li> <li>Reading skills: reading with understanding and using a dictionary - Reading about festivals and customs of different religions in South Africa: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Prior knowledge from Grade 4</p> <ul style="list-style-type: none"> <li>Dangers in and around water: at home and public swimming pools and in rivers and dams</li> <li>Safety measures at home and the environment: - Harmful household products and medication</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>Basic hygiene principles and COVID-19 protocol</li> </ul> <p>Fire safety • Reading skills: reading with understanding and using a dictionary - Reading about harmful household products and medication and fire safety: recall and relate</p> | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>Water as an important basic need: - Importance of water - Different ways of saving water</li> </ul>                                  | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>Different ways of protecting the quality of water • Reading skills: reading with understanding and using a dictionary - Reading about the importance of water and how to save and protect the quality of water: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <p>Prior knowledge from Grade 4</p> <ul style="list-style-type: none"> <li>Dietary habits of children: - Impact on dental and oral hygiene</li> <li>Healthy eating for children: - South African Food-Based Dietary Guidelines - Dietary needs of children</li> </ul> | <ul style="list-style-type: none"> <li>Basic hygiene principles and COVID-19 protocol</li> <li>Factors influencing food intake of children</li> <li>Reading skills: reading with understanding and using a dictionary - Reading about healthy eating for children: recall and relate</li> </ul> | <p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>Consolidation of work done during the term</li> </ul> | <p><b>Learners will be tested on Term 3's work</b></p> <ul style="list-style-type: none"> <li>Assessment: Project</li> </ul> |
| <b>Physical Education</b>                                  | Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.  | Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc. | Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.   | Movement performance in rhythmic movements with focus on posture and style  | Movement performance in rhythmic movements with focus on posture and style   | Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc | Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc   | Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc   | Movement performance in rhythmic movements with focus on posture and style  | Movement performance in rhythmic movements with focus on posture and style   |  |
| <b>Requisite Pre-Knowledge</b>                             | 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  |  |
| <b>Resources (other than textbook) to enhance learning</b> | <ul style="list-style-type: none"> <li>Textbook, posters, books on cultures and moral lessons, newspaper articles.</li> <li>Textbook, books on religions in South Africa, newspaper articles, posters on Food and dietary needs of children</li> <li>Textbook, books on customs and festivals from different religions, magazines, and posters</li> <li>Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19,</li> </ul> |  |  |   |  |   |   |   |   |  |  |
| <b>Informal Assessment</b>                                 | Homework/ worksheets/Classwork  |  |  |   |  |   |   |   |   |  |  |
| <b>SBA (Formal Assessment)</b>                             | <p align="center"><b>Project: 30</b><br/><b>Physical Education Task: 30 Marks</b></p>   |  |  |   |  |   |   |   |   |  |  |

2022 ANNUAL TEACHING PLAN – TERM 4: **PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

| Term 4<br>47 days  | Week 1   | Week 2   | Week 3  | Week 4   | Week 5   | Week 6   | Week 7  | Week 8  | Week 9   | Week 10   |  |  |
|--|--|--|---|--|--|--|---|---|--|---|--|--|
| <b>CAPS Topic</b>  | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>  |  | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>  | <b>Health and environmental responsibility</b>  |  | <b>FORMAL ASSESSMENT</b>  |  |  |
| <b>Core Concepts, Skills and Values</b>                    | Basic hygiene principles and COVID-19 protocol<br>Prior knowledge from Grade 4<br>- Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumping sites<br>- Dangers of unhealthy environments to personal health<br>Local environmental health problems: Locally occurring health problems such as tuberculosis, diarrhoea, malaria, measles, etc.   | Basic hygiene principles and COVID-19 protocol<br><br>Causes of health problems  | Basic hygiene principles and COVID-19 protocol<br><br>Symptoms of health problems   | Basic hygiene principles and COVID-19 protocol<br>Available treatment for health problems<br>• Reading skills: reading with understanding and using a dictionary<br>- Reading about causes, symptoms and treatment of locally occurring health problems: recall and relate | Basic hygiene principles and COVID-19 protocol<br>Prior knowledge from Grade 4<br>• HIV and AIDS education: basic facts including blood management<br>- Basic explanation of HIV and AIDS<br>- Transmission of HIV through blood<br>- How HIV is not transmitted<br>- How to protect oneself against infection through blood<br>HIV and AIDS education<br><br>- Dealing with stigma<br>- Stigma about HIV and AIDS | Basic hygiene principles and COVID-19 protocol<br>How to change attitudes towards people infected with HIV and AIDS<br>• Reading skills: reading with understanding and using a dictionary<br>- Reading about changing attitudes and perceptions about HIV and AIDS: recall and relate | Basic hygiene principles and COVID-19 protocol<br>Substance abuse:<br>- Types of drugs used: legal and illegal drugs including tobacco, alcohol and over the counter medication | Basic hygiene principles and COVID-19 protocol<br>Negative impact of substances on health: effects of drugs on body and mind<br>- Reading about dangers of substance abuse: recall and relate | Basic hygiene principles and COVID-19 protocol<br><br>• Consolidation of work done during the year | <p><b>Learners will be tested on Term 3 and 4's work</b></p> <p style="text-align: center;"><b>Controlled School Based Test.</b></p> <table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>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.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>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.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul> </td> </tr> </table> <p>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner friendly.</p> | <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>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.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul> |
|  | <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> <p>All questions are compulsory.</p> <ul style="list-style-type: none"> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> </ul> | <ul style="list-style-type: none"> <li>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.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>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.</li> <li>Learners will solve problems, make decisions and give advice. They will provide a few direct responses.</li> </ul> |   |  |  |  |   |   |  |   |  |  |
| <b>Physical Education</b>                                  | <ul style="list-style-type: none"> <li>Participation in basic field and track athletics or swimming Activities,</li> <li>Safety measures during athletic or swimming activities</li> </ul>   | <ul style="list-style-type: none"> <li>Participation in basic field and track athletics or swimming Activities,</li> <li>Safety measures during athletics or swimming activities</li> </ul> <p>Examples of possible activities<br/>Field athletics: adapted shot put, discus, javelin, long jump, high jump, etc.<br/>Track athletics: sprints, middle and long distances and relays, etc. Swimming: confidence exercise, breathing, kicking; gliding, arm and leg actions with various swimming styles, swimming races, etc.</p>  | Participation in a variety of field and track athletics or swimming activities<br>Safety measures during field and track athletics or swimming activities | Movement performance in basic field and track athletics or swimming activities.  | Participation in basic field and track athletics or swimming activities.   | Participation 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.   | Movement performance in basic field and track athletics or swimming activities.                    |   |  |  |
| <b>Requisite Pre-Knowledge</b>                             | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>  |  | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>   | <b>Health and environmental responsibility</b>  | <b>Health and environmental responsibility</b>  |  |   |  |  |
| <b>Resources (other than textbook) to enhance learning</b> | <ul style="list-style-type: none"> <li>Textbook, posters relevant on communicable diseases e.g TB ; diarrhoea ; measles ect</li> <li>Textbook, posters, books on HIV and AIDS</li> <li>Textbook, magazines, posters, books on healthy lifestyles</li> <li>Textbooks on HIV and AIDS</li> <li>Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19</li> </ul>  |  |   |  |  |  |   |   |  |   |  |  |
| <b>Informal Assessment</b>                                 | Homework/ worksheets/Classwork   |  |   |  |  |  |   |   |  |   |  |  |
| <b>SBA (Formal Assessment)</b>                             | <p><b>Controlled Test: 30 Marks</b></p> <p><b>Physical Education Task: 30 Marks</b></p>  |  |   |  |  |  |   |   |  |   |  |  |

2022 ANNUAL TEACHING PLAN – TERM 1: **CREATIVE ARTS**

| Term 1<br>47 days  | Week 1   | Week 2  | Week 3   | Week 4   | Week 5  | Week 6   | Week 7  | Week 8  | Week 9   | Week 10   |
|--|--|---|--|--|---|--|---|---|--|---|
| <b>CAPS topic</b>  | Create in 2D, images of self and others in local environment   | Create in 2D, images of self and others in local environment<br>Visual literacy   | Create in 2D, images of self and others in local environment<br>Visual literacy  | Create in 3D, self and others in local environment   | Warm up and play<br>Improvise and create<br>Read, interpret and perform   | Warm up and play<br>Improvise and create<br>Read, interpret and perform  | Warm up and play<br>Improvise and create<br>Read, interpret and perform   | Warm up and play<br>Improvise and create<br>Read, interpret and perform<br>Appreciate and reflect on  | Warm up and play<br>Improvise and create<br>Read, interpret and perform<br>Appreciate and reflect on   | Warm up and play<br>Read, interpret and perform<br>Appreciate and reflect on  |
| <b>Concepts, skills and values</b>                         | <p><b>Visual literacy</b><br/><b>Baseline assessment</b><br/>Practical informal tasks.<br/>Art elements</p> <ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Texture</li> <li>Form</li> <li>Space</li> <li>Colour</li> <li>Value</li> </ul> <p><b>Create in 2D, A picture of Me and my friends</b><br/>Evaluate use of art elements in a pencil drawing as well as answering of theory questions by using a rubric.</p> | <p><b>Visual Literacy</b><br/>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action.</p> <p><b>Create in 2D, images of self and others in local environment</b><br/><b>Art elements:</b> use of <u>complementary colour</u> in own images of self and others in local environment.<br/><b>Design principles:</b> <u>emphasis (focal point)</u> used in own images of self and others in local environment.<br/><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.<br/>Could include but not limited to any of the following: blind-/ contour drawings' colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p> | <p><b>Visual Literacy</b><br/>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of the human body in action.<br/>Questions to deepen and extend observation of elements and design principles.</p> <p><b>Create in 2D, images of self and others in local environment</b><br/><b>Art elements:</b> use of <u>complementary colour</u> in own images of self and others in local environment.<br/><b>Design principles:</b> <u>emphasis (focal point)</u> used in own images of self and others in local environment.<br/><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p> | <p><b>Create in 3D, self and others in local environment</b><br/><b>Art elements:</b> reinforce <u>texture, shape/ form</u> in own models of human figure.<br/><b>Design principles:</b> introduce <u>emphasis</u> in own models of human figure.<br/><b>Skills and techniques:</b> clay or any other appropriate medium for a 3D artwork.<br/><b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed.<br/>Appropriate use of tools.</p> | <p><b>Warm up</b><br/>Physical warm up for co-ordination and control; Concentration and focus games, using travelling and freezing, to music.</p> <p><b>Improvise and create</b><br/>Locomotor and non-locomotor 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).</p> <p><b>Read, interpret and perform</b><br/>Movement sequences exploring contrasts in <b>time</b> (slow/quick), <b>levels</b> high/medium/low).</p>  | <p><b>Warm up</b><br/>Rhythm games using body percussion and movement.</p> <p><b>Improvise and create</b><br/>Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison.</p> <p><b>Read, interpret and perform</b><br/>Movement sequences exploring contrasts in <b>direction</b> (forwards/backwards/side-ways/ upwards/ downwards/ diagonally) and <b>force</b> (smooth/jerky, strong/light)</p> <p>Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force.</p> | <p><b>Warm up</b><br/>Vocal warm up<br/>Singing warm up: (choose from SA songs in unison, in canon and/or with actions). <b>A single phrase from a song can be sung in different keys to do vocal warm-ups.</b></p> <p><b>Improvise and create</b><br/>Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments.</p> <p><b>Read, interpret and perform</b><br/>Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests).<br/>Musical phrases with voice and/or instruments: contrasts in dynamics, pitch and rhythmic patterns.</p> <p><b>Appreciate and reflect on</b><br/>Selected examples of Western/ African music, classifying instruments, visually and aurally considering timbre and expression of different moods</p> | <p><b>Warm up</b><br/>Singing warm up: (choose from SA songs in unison, in canon and/or with actions). <b>A single phrase from a song can be sung in different keys to do vocal warm-ups.</b></p> <p><b>Improvise and create</b><br/>Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments.</p> <p><b>Read, interpret and perform</b><br/>Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests).<br/>Musical phrases with voice and/or instruments: contrasts in dynamics, pitch and rhythmic patterns.</p> <p><b>Appreciate and reflect on</b><br/>Selected examples of Western/ African music, classifying instruments, visually and aurally considering timbre and expression of different moods</p> | <p><b>Warm up (continue)</b><br/>Vocal warm up<br/>Singing warm up: (choose from SA songs in unison, in canon and/or with actions). <b>A single phrase from a song can be sung in different keys to do vocal warm-ups.</b></p> <p><b>Improvise and create</b><br/>Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments.</p> <p><b>Read, interpret and perform</b><br/>Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests).<br/>Musical phrases with voice and/or instruments: contrasts in dynamics, pitch and rhythmic patterns.</p> <p><b>Appreciate and reflect on</b><br/>Selected examples of Western/ African music, classifying instruments, visually and aurally considering timbre and expression of different moods</p> | <p><b>Practical Formal Assessment: Performing Arts:</b></p> <p><b>Rhythm patterns</b> of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments.</p> <p><b>Notation of rhythms</b> on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests).</p> <p><b>Movement sequences</b> exploring contrasts including contrasts in time, levels), direction and force.</p> <p><b>Performing Arts 40 marks</b></p> <p><b>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.</b></p> |
| <b>Requisite pre-knowledge</b>                             | Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks.   |   |  |  | Basic experience and understanding of locomotor and non-locomotor movement, Basic understanding of note values, rest values and 2, 3 and 4/4 time signatures. The skills to build rhythmic patterns, using different note values and rests within these time signatures. Understanding the meaning of dynamics and pitch in music.  |  |   |   |  |   |
| <b>Resources (other than textbook) to enhance learning</b> | Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs.  |   | Any other appropriate and available art material (Clay/ Paper-Mache/ wire/ cardboard/ other recyclable material) for 3D artwork. Example 3D figures.   |  | Open, adequate classroom space, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToon; Canva; Book Creator, etc. Pictures of and recorded/live music using Western or African string and woodwind instruments; Audio equipment and audio-visuials with a range of suitable music; CD player with a range of suitable music; charts of musical notes/substitutes such as animals representing note values; props, including cans, stones, newspapers, materials, chairs, balls and a large variety of different sized and shaped objects. |  |   |   |  |   |
| <b>Informal assessment; remediation</b>                    | 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  |   |  |  |   |  |   |   |  |   |
|  | Baseline assessment.   | Workbook: preparatory sketches, exploring space. Teacher guidance and support towards completion of artwork.  | Workbook: preparatory sketches of 3D design, exploring space. Teacher guidance and support towards completion of artwork.  | Workbook: preparatory sketches of 3D design, exploring space. Teacher guidance and support towards completion of artwork. Classroom discussion and reflection.   | Classroom discussion: reflect on own and other's performances using simple creative arts terminology.   | Workbook: worksheet on contrasts: time, levels, direction, force.  | Worksheet: notation.  | Worksheet: notation<br>Workbook: worksheet. Classify instruments as part of a family or group.  | Worksheet: notation<br>Workbook: worksheet. Classify instruments as part of a family or group.   |   |
| <b>SBA (Formal Assessment)</b>                             | Visual Art informal assessment: Preparatory 2D artwork (sketches/ paintings/ collage) to create a 3D artwork   |   |  |  | Formal assessment of Performing Arts 40 marks assessed with a rubric  |  |   |   |  |   |

2022 ANNUAL TEACHING PLAN – TERM 2: CREATIVE ARTS

| Term 2<br>53 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                       | Warm up and play<br>Improvise and create<br>Read, interpret and perform<br>Appreciate and reflect on  | Warm up and play<br>Read, interpret and perform<br>Improvise and create  | Warm up and play<br>Read, interpret and perform<br>Improvise and create  | Warm up and play<br>Read, interpret and perform<br>Improvise and create   | Create in 2D, creative lettering and/ or pattern-making<br>Visual literacy  | Create in 2D, creative lettering and/ or pattern-making<br>Visual literacy   | Create in 2D, creative lettering and/ or pattern-making<br>Visual literacy  | Create in 3D, African body adornment<br>Visual literacy   | Create in 3D, African body adornment<br>Visual literacy   | Formal Assessment  |         |
| Concepts, skills and values      | <p><b>Warm up</b><br/>Singing warm up (including South African songs in unison, canon, and call and response).</p> <p><b>Improvise and create</b><br/>Melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast.</p> <p><b>Read, interpret and perform</b><br/>Musical notation of treble clef and the letter names of notes on lines and in spaces on a treble staff and their differences in pitch.</p> <p><b>Appreciate and reflect on</b><br/>Two selected pieces of music/songs representing different genres (such as Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), considering the genre, style, instruments, and elements of music in each.</p> | <p><b>Warm up</b><br/>Physical warm up for co-ordination and control (including floor work, body part isolations).</p> <p><b>Improvise and create</b><br/>Melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, contrast.</p> <p>Movement sequences, using transfers of weight from different body parts, lunges and balances.</p> <p><b>Read, interpret and perform</b><br/>Dance sequence exploring the movement range of each body part, geometric concepts such as parallel, symmetry, distance, volume and mass.</p> | <p><b>Warm up</b><br/>Physical warm up for co-ordination and control (including floor work, knee bends and rises).</p> <p>Spatial awareness games (including lunges, arm swings, transfers of weight, etc.).</p> <p><b>Improvise and create</b><br/>Movement sequences, using different kinds of jumps (with safe landings), lunges and balances.</p> <p>Combinations of two or more movements with a partner using extreme energy changes and elements of force: smooth and jerky, strong and light.</p> <p><b>Read, interpret and perform</b><br/>Dance sequence exploring the movement range of each body part, geometric concepts such as parallel, symmetry, distance, volume and mass.</p> | <p><b>Warm up</b><br/>Vocal warm up<br/>Sensory games responding to aural, oral, visual, tactile and kinaesthetic stimuli.</p> <p><b>Read, interpret and perform</b><br/>Mime sequence using sensory detail and emotional expression, and showing weight, size and shape.</p> <p><b>Improvise and create</b><br/>Combinations of two or more movements with a partner using extreme energy changes and elements of force: smooth and jerky, strong and light.</p> | <p><b>Visual literacy</b><br/>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in creative lettering and/or pattern-making and African body adornment.</p> <p><b>Create in 2D, creative lettering and/ or pattern-making</b><br/><b>Art elements:</b> <u>complementary colour</u> in own creative lettering and/or pattern-making as surface decoration.<br/><b>Design principles:</b> use <u>emphasis in colours, shapes</u> and sizes of creative lettering and/or pattern.<br/><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.<br/>Could include but not limited to any of the following: blind-/ contour drawings' colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p> | <p><b>Visual literacy</b><br/>Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in creative lettering and pattern-making and in African body adornment.</p> <p><b>Create in 2D, creative lettering and/ or pattern-making</b><br/><b>Art elements:</b> <u>complementary colour</u> in own creative lettering and/or pattern-making as surface decoration.<br/><b>Design principles:</b> use <u>emphasis in colours, shapes</u> and sizes of creative lettering and/or pattern.<br/><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p> | <p><b>Visual literacy</b><br/>Questions to deepen and extend observation of elements and design principles in creative lettering and/or pattern-making and African body adornment.<br/>Apply to own and others' work.</p> <p><b>Create in 2D, creative lettering and/ or pattern-making</b><br/><b>Art elements:</b> <u>Complementary colour</u> in own creative lettering and/or pattern-making as surface decoration.<br/><b>Design principles:</b> use <u>emphasis in colours, shapes</u> and sizes of creative lettering and/or pattern.<br/><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p> | <p><b>Visual literacy</b><br/>Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in creative lettering and patternmaking and in African body adornment.</p> <p><b>Create in 3D, African body adornment</b><br/><b>Art elements:</b> use <u>line, shape colour</u> in own surface decoration of body adornment.<br/><b>Design principles:</b> use <u>emphasis</u> in own work, e.g. the visual focus of the body adornment.<br/><b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space.<br/><b>Skills and techniques</b> like pasting, cutting, wrapping, tying, joining various recyclable materials. Appropriate use of tools.</p> | <p><b>Visual literacy</b><br/>Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in creative lettering and patternmaking and in African body adornment.</p> <p><b>Create in 3D, African body adornment</b><br/><b>Art elements:</b> use <u>line, shape colour</u> in own surface decoration of body adornment.<br/><b>Design principles:</b> use <u>emphasis</u> in own work, e.g. the visual focus of the body adornment.<br/><b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space.<br/><b>Skills and techniques</b> like pasting, cutting, wrapping, tying, joining various recyclable materials. Appropriate use of tools.</p> | <p><b>Practical Formal Assessment: Visual Arts</b></p> <p><b>Create in 2D, creative lettering and/ or pattern-making</b><br/><b>OR</b><br/><b>Create in 3D, African body adornment</b></p> <p><b>Assessment Rubric: 40 marks</b></p> |         |
| Requisite pre-knowledge          | Basic dance skills: warm-up ritual, posture and alignment, use of dance elements, working with partners.<br>Basic knowledge and understanding of note- and rest values. Understanding of musical elements like dynamics, pitch, beat and rhythm. Understand the difference between melodic and rhythmic phrases.  |  |  |   | Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks.  |  |   |   |   |  |         |
| Resources to enhance learning    | Found or made musical instruments, including drum/tambourine; audio equipment and audio-visually with a range of suitable music; charts and posters of musical notes/substitutes e.g. animals representing note values; interactive whiteboard/ data projector & laptop; pictures, photographs, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.   |  |  |   | Materials: 2H/ H/ 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 | There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts at the end of each term.  |  |  |   |   |  |   |   |   |  |         |
|                                  | Workbook: Worksheet: Two selected pieces of music/songs representing different genres. To continue in workbooks as homework activity and submitted by week 4.   | Workbook: worksheet exploring geometric concepts such as parallel, symmetry, distance, volume and mass.  | Rehearsal; side coaching, directing by teacher and peers towards performance.  | Workbook: worksheet critical reflection: performances using simple creative arts terminology. Submission of worksheet on two selected pieces of music/songs (see week 1).   | Workbook: questions to deepen and extend observation of elements and design principles in creative lettering and/ or pattern-making.  | Workbook: preparatory sketches, teacher observation and guidance. Workbook: new terminology explored quizzes, worksheets on African body adornment, appropriate art elements, design principles.   | Teacher guidance and support towards completion of artwork.   | Workbook: preparatory sketches of 3D design, exploring space. Teacher guidance and support towards completion of artwork.   | Workbook: preparatory sketches of 3D design, exploring space. Teacher guidance and support towards completion of artwork. Classroom discussion and reflection.  |  |         |
| SBA (Formal Assessment)          | Performing Arts: Informal Assessment  |  |  |   | Formal assessment of Visual Art 40 marks assessed with a rubric   |  |   |   |   |  |         |

2022 ANNUAL TEACHING PLAN – TERM 3: CREATIVE ARTS

| Term 3<br>52 days                       | Week 1   | Week 2  | Week 3  | Week 4  | Week 5  | Week 6   | Week 7   | Week 8  | Week 9  | Week 10   | Week 11 |
|---|--|---|---|---|---|--|--|---|---|---|---------|
| <b>CAPS topic</b>                       | Create in 2D, reptiles, insects, etc. in their environment<br><b>Visual literacy</b>   | Create in 2D, reptiles, insects, etc. in their environment<br><b>Visual literacy</b>  | Create in 3D, reptiles, insects, etc.<br><b>Visual literacy</b>   | Create in 3D, reptiles, insects, etc.<br><b>Visual literacy</b>   | Warm up and play<br><b>Improvise and create</b><br><b>Appreciate and reflect on</b>   | Warm up and play<br><b>Improvise and create</b><br><b>Appreciate and reflect on</b>  | Warm up and play<br><b>Improvise and create</b>  | Warm up and play<br><b>Improvise and create</b><br><b>Read, interpret and perform</b>   | Warm up and play<br><b>Improvise and create</b><br><b>Read, interpret and perform</b>   | <b>Formal Practical Assessment</b>  |         |
| <b>Concepts, skills and values</b>      | <b>Visual Literacy</b><br>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc.<br>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <b>emphasis</b> in images of reptiles, insects, etc.<br><b>Create in 2D, reptiles, insects, etc. in their environment</b><br><b>Art elements:</b> reinforce relevant art elements through use in own images of reptiles, insects, etc.<br><b>Design principles:</b> reinforce design principle emphasis through use in own images of reptiles, insects, etc.<br><b>Drawing and/or colour media:</b> exploring a variety of media and techniques. Could include but not limited to any of the following: blind-/ contour drawings' colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc. | <b>Visual Literacy</b><br>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc.<br>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <b>emphasis</b> in images of reptiles, insects, etc.<br><b>Create in 2D, reptiles, insects, etc. in their environment</b><br><b>Art elements:</b> reinforce relevant art elements through use in own images of reptiles, insects, etc.<br><b>Design principles:</b> reinforce design principle emphasis through use in own images of reptiles, insects, etc.<br><b>Drawing and/or colour media:</b> exploring a variety of media and techniques. | <b>Visual Literacy</b><br>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc.<br><b>Create in 3D, reptiles, insects, etc.</b><br><b>Art elements:</b> reinforce <b>texture, shape/ form</b> through modelling own reptiles, insects, etc.<br><b>Design principles:</b> reinforce <b>emphasis</b> through use in own models of reptiles, insects, etc.<br><b>Spatial awareness:</b> 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.<br><b>Skills and techniques:</b> clay or any other appropriate medium for a 3D artwork. Appropriate use of tools. | <b>Visual Literacy</b><br>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc.<br><b>Create in 3D, reptiles, insects, etc.</b><br><b>Art elements:</b> reinforce <b>texture, shape/ form</b> through modelling own reptiles, insects, etc.<br><b>Design principles:</b> reinforce <b>emphasis</b> through use in own models of reptiles, insects, etc.<br><b>Spatial awareness:</b> 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.<br><b>Skills and techniques:</b> clay or any other appropriate medium for a 3D artwork. Appropriate use of tools. | <b>Warm up</b><br>Physical warm up for co-ordination and control ( <b>warm-up ritual</b> that could include: spinal rolls, swings, floor work, body part isolations, knee bends and rises).<br><b>Improvise and create</b><br>Partner skills such as copying, leading, following and mirroring.<br>Movement phrases in pairs using 'question and answer' and 'meeting and parting'.<br>Musical phrases, in pairs, using repetition, accent, call and response, and/or echo.<br><b>Appreciate and reflect on</b><br>Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected Dance. | <b>Warm up</b><br>Physical warm up for co-ordination and control ( <b>warm-up ritual</b> that could include: spinal rolls, swings, floor work, body part isolations, knee bends and rises). Trust games, in pairs and small groups.<br><b>Improvise and create</b><br>Movement phrases in pairs using 'question and answer' and 'meeting and parting';<br>Pair and group role-plays, using appropriate language, movement, facial expression and gesture.<br>Character 'hot seats' in pairs to develop roles, using appropriate language, body language and gesture.<br><b>Appreciate and reflect on</b><br>Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected Dance. | <b>Warm up</b><br>Physical warm up for co-ordination and control ( <b>warm-up ritual</b> that could include: spinal rolls, swings, floor work, body part isolations, knee bends and rises). Trust games, in pairs and small groups.<br><b>Improvise and create</b><br>Movement phrases in pairs using 'question and answer' and 'meeting and parting'.<br>Pair and group role-plays, using appropriate language, movement, facial expression and gesture.<br>Musical phrases, in pairs, using repetition, accent, call and response, and/or echo.<br>Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale. | <b>Warm up</b><br>Vocal warm up (including breathing awareness exercises, harmonizing of vowels on different notes). Singing warm up (including South African songs in unison, canon, two-part harmony, and call and response)<br><b>Improvise and create &amp; Read, interpret and perform</b><br><b>Group role-play</b> using characters created in week 6 and 7 (considering characterisation, interaction, conflict and resolution).<br>With addition of <b>movement phrases</b> in pairs using 'question and answer' and 'meeting and parting' and <b>musical phrases</b> , in pairs, using repetition, accent, call and response, and/or echo.<br>Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale. | <b>Warm up</b><br>Physical warm up for co-ordination and control (warm-up ritual that could include: spinal rolls, swings, floor work, body part isolations, knee bends and rises); vocal warm-up.<br><b>Improvise and create &amp; Read, interpret and perform</b><br>Rehearsal and preparation of Practical Formal Assessment Task that includes: Dance, Drama, Music Performance:<br><b>Group role play</b> using characterisation, interaction, conflict and resolution) with addition of <b>movement phrases</b> using 'question and answer' and 'meeting and parting and <b>musical phrases</b> , using repetition, accent, call and response, and/or echo. | <b>Formal Assessment Task submitted:</b><br><b>Practical Formal Assessment: Performing Arts:</b><br><b>Integrated Dance, Drama, Music Performance:</b><br><b>Group role play</b> using characterisation, interaction, conflict and resolution) with addition of <b>movement phrases</b> using 'question and answer' and 'meeting and parting and <b>musical phrases</b> , using repetition, accent, call and response, and/or echo.<br><b>Performing Arts 40 marks</b><br><b>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.</b> |         |
| <b>Requisite pre-knowledge</b>          | Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks.   |   |   |   | Understanding and experience of dance, music warm-up activities, spatial awareness (including lunges, arm swings, transfers of weight, etc.); movement sequences, using different kinds of jumps (with safe landings) and balances, experience in dance elements. Understanding elements of music, recognise the use of repetition, accent, call and response and echo through listening to live examples.  |  |  |   |   |   |         |
| <b>Resources to enhance learning</b>    | Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs.  |   | Any other appropriate and available art material (Clay/ Paper-Mache/ wire/ cardboard/ other recyclable material) for 3D artwork. Example 3D figures.  |   | Open space; Found or made musical instruments, including drum/tambourine; audio equipment and audio-visuals with a range of suitable music; charts and posters (such as musical notation on a stave of a single line, and other); DVDs or access to live performance of two different dance types; research material on dance types.  |  |  |   |   |   |         |
| <b>Informal assessment; remediation</b> | 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  |   |   |   |   |  |  |   |   |   |         |
|   | Workbook: Questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc.   | Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles. Preparatory sketches.   | Preparatory sketches. Worksheet: practical/visual exploration of <i>emphasis</i> . Continuous supportive guidance by teacher towards completion of 3D artwork.  | Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks. Classroom discussion and reflection.   | Workbook: Worksheet on two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected Dance.   |  | Workbook: Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale.  | Workbook: worksheet on Group role play with music and movement phrases. Exploring new terminology: repetition, accent, call and response, and/or echo; character, interaction, resolution.  |   |   |         |
| <b>SBA (Formal Assessment)</b>          | Visual Art Informal Assessment Task: 2D and 3D artwork   |   |   |   | Formal assessment of Performing Arts 40 marks assessed with a rubric  |  |  |   |   |   |         |

2022 ANNUAL TEACHING PLAN – TERM 4: CREATIVE ARTS

| Term 4<br>47 days  | Week 1   | Week 2   | Week 3  | Week 4  | Week 5   | Week 6   | Week 7  | Week 8   | Week 9  | Week 10 |
|--|--|--|---|---|--|--|---|--|---|---------|
| <b>CAPS topic</b>  | Warm up and play<br>Improvise and create<br>Appreciate and reflect on  | Warm up and play<br>Improvise and create<br>Read, interpret and perform<br>Appreciate and reflect on   | Warm up and play<br>Improvise and create<br>Read, interpret and perform   | Warm up and play<br>Improvise and create<br>Read, interpret and perform   | Create in 2D things that fly (natural or mechanical)<br>Visual literacy  | Create in 2D things that fly (natural or mechanical)<br>Visual literacy  | Create in 3D, things that fly<br>Visual literacy  | Create in 3D, things that fly<br>Visual literacy   | Practical Formal Assessment: Visual Art<br><br>Create in 2D, things that fly (natural or mechanical)<br>OR<br>Create in 3D, things that fly |         |
| <b>Concepts, skills and values</b>                         | <p><b>Warm up</b><br/>Physical warm ups for strength and flexibility<br/>Vocal warm ups</p> <p><b>Improvise and create &amp; Read, interpret and perform</b><br/>Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners using selected tableaux, movement, poetry and speaking/singing in unison or individually.</p> <p>Short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation.</p> <p><b>Appreciate and reflect on</b><br/>A live or recorded drama: key moments in a drama themes, ideas and moods why particular techniques were used sensitive to the social and cultural contexts.</p> | <p><b>Warm up</b><br/>Singing warm ups (including South African songs in unison, and two-part harmony)<br/>Call and response games</p> <p><b>Improvise and create &amp; Read, interpret and perform</b><br/>Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners; selected tableaux, movement, poetry and speaking/singing in unison or individually.</p> <p>Short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation.</p> <p><b>Appreciate and reflect on</b><br/>A live or recorded drama: key moments in a drama themes, ideas and moods why particular techniques were used sensitive to the social and cultural contexts.</p> | <p><b>Warm up</b><br/>Singing warm ups<br/>Call and response games</p> <p><b>Improvise and create &amp; Read, interpret and perform</b><br/>Short drama/dance improvisations, reflecting social, cultural or environmental issue relevant to the learners. (continue).</p> <p>Short music piece, combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue.</p> | <p><b>Warm up</b><br/>Singing warm ups<br/>Group awareness games (such as creating a machine through complementary movements).</p> <p><b>Improvise and create &amp; Read, interpret and perform</b><br/>Short drama/dance improvisations, reflecting social, cultural or environmental issue relevant to the learners. (continue).</p> <p>Short music piece, combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue.</p> | <p><b>Visual Literacy</b><br/>Observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical).<br/>Observe and discuss visual stimuli in photographs and real objects to identify and name examples of <u>contrast and proportion</u> found in images of things that fly (natural or mechanical).</p> <p><b>Create in 2D things that fly (natural or mechanical)</b><br/><b>Art elements:</b> overview of use of appropriate art elements found in own images of things that fly (natural or mechanical).<br/><b>Design principles:</b> reinforce <u>emphasis</u> in own images of things that fly (natural or mechanical).<br/><b>Drawing and/or colour media:</b> exploring a variety of media and techniques. Could include but not limited to any of the following: blind- / contour drawings' colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p> | <p><b>Visual Literacy</b><br/>Observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical).<br/>Observe and discuss visual stimuli in photographs and real objects to identify and name examples of <u>contrast and proportion</u> found in images of things that fly (natural or mechanical).</p> <p><b>Create in 2D things that fly (natural or mechanical)</b><br/><b>Art elements:</b> overview of use of appropriate art elements found in own images of things that fly (natural or mechanical).<br/><b>Design principles:</b> reinforce <u>emphasis</u> in own images of things that fly (natural or mechanical).<br/><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p> | <p><b>Visual Literacy</b><br/>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of <u>contrast and proportion</u> found in the natural world.</p> <p><b>Create in 3D, things that fly</b><br/><b>Art elements:</b> reinforce <u>texture, shape/ form, colour</u> through own construction of things that fly (natural or mechanical).<br/><b>Design principles:</b> reinforce <u>contrast and proportion</u> through use in own construction.<br/><b>Skills and techniques</b> like pasting, cutting, wrapping, tying, joining various recyclable materials.<br/><b>Spatial awareness:</b> 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.</p> | <p><b>Visual Literacy</b><br/>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of <u>contrast and proportion</u> found in the natural world.</p> <p><b>Create in 3D, things that fly</b><br/><b>Art elements:</b> reinforce <u>texture, shape/ form, colour</u> through own construction of things that fly (natural or mechanical).<br/><b>Design principles:</b> reinforce <u>contrast and proportion</u> through use in own construction.<br/><b>Skills and techniques</b> like pasting, cutting, wrapping, tying, joining various recyclable materials.<br/><b>Spatial awareness:</b> 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.</p> | Assessment Rubric: 40 marks   |         |
| <b>Requisite pre-knowledge</b>                             | 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 improvise, basic understanding of tableaux, basic experience of drama elements character, plot, time, space, audience Basic understanding of the use of music elements like dynamics, tempo, pitch and timbre to create a certain mood in music.  |  |   |   | Basic understanding and experience of art elements and design principles, experience in creating simple 2D and 3D artworks.  |  |   |  |   |         |
| <b>Resources (other than textbook) to enhance learning</b> | Open space; found or made musical instruments, including drums and marimbas; audio equipment and audio-visuals with a range of suitable music; charts and posters (such as C major scale on treble stave, etc.); DVDs/CDs or access to live performance of drama (radio, television, community, professional or classroom).  |  |   |   | Materials: 2H/ H/ 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.  |  |   |         |
| <b>Informal assessment; remediation</b>                    | There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts at the end of each term.   |  |   |   |  |  |   |  |   |         |
|  | Workbook: storyboard of drama presentation.<br>Workbook: worksheet on review of drama.   |  | Rehearsal; side coaching, directing by teacher and peers towards performance; self and peer assessment.   |   | Workbook: Questions to deepen and extend observation of elements and design principle.   | Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles<br>Preparatory sketches.  | Preparatory sketches, worksheet to explore contrast and proportion.<br>Teacher guidance towards completion of artwork 3D artwork.   |  | Classroom discussion and reflection.  |         |
| <b>SBA (Formal Assessment)</b>                             | Informal Assessment of Performing Arts   |  |   |   | Formal assessment of Visual Art 40 marks assessed with a rubric  |  |   |  |   |         |