

# CURRICULUM ASSESSMENT POLICY STATEMENT

# CAPS

NATIONAL ORIENTATION WORKSHOP  
FOR

# CREATIVE ARTS 2021

# ATPs

# GRADEs 7-9



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# SESSSION 1

## Overview of the Trimmed ATPs

**SESSION 1: TRIMMED ATP Term 1**

**SESSION 2: NCS**

**SESSION 3: ASSESSMENT**

## Discussion



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# An Overview of the ATPs



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# BACKGROUND

## WHAT IS THE MISCHIEF?

- Challenges on **the implementation** of the ATPs under COVID19 time constrains:
  - Current school attendance methods;
  - Time limitations;
  - Learner performance.



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# CIRCULAR S11 OF 2020

## CURRICULUM RECOVERY IN 2021

1. The purpose of this Circular is to provide guidance with regard to curriculum recovery in 2021. This Circular is also meant to retract Circulars S2 and S3 of 2020 for revision.
2. Covid-19 has created unprecedented disruption to education systems across the world. One of the consequences thereof was reduced time for teaching and learning resulting in substantial learning losses across subjects and grades. In order to mitigate the impact of Covid-19 on learning and teaching, the Department of Basic Education (DBE) adopted a multi-year curriculum recovery approach.



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# CIRCULAR 11 OF 2020...

3. The Annual Teaching Plans (ATPs) as outlined in the Curriculum and Assessment Policy Statement will not be implemented in the interim due to the trimming and reorganisation of the curriculum to counter the disruptions of Covid-19 on teaching and learning.

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4. The DBE issued Circular S2 of 2020 on 23 May 2020 which released the revised and trimmed ATPs for implementation in 2020. This Circular serves to withdraw Circular S2 and the released documents. Schools will be provided with recovery ATPs to be implemented over 3-year period, 2021 – 2023, before the end of 2020.

5. Details regarding assessment during the recovery period will be communicated in due course.



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## . REDUCTION OF SUBJECTS IN THE SENIOR PHASE

6. Circular S3 of 2020 provided for the reduction of subjects in the Senior Phase. Schools were provided with an alternative of reducing two (2) subjects from the nine (9) subject offerings in the Senior Phase provided approval of the two dropped subjects was sanctioned by the District Director. The dispensation of reducing subjects from nine (9) to seven (7) in the Senior Phase is hereby withdrawn.
7. In 2021, schools will offer nine subjects in the Senior Phase as provided for in the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12.
8. You are kindly requested to bring the content of this Circular to the attention of all provincial and district officials, principals and teachers of both public and independent schools, and relevant stakeholders.



# LIFESKILLS IN THE FOUNDATION PHASE AS A

## STAND-ALONE SUBJECT

9. Teachers were given an allowance to integrate the components of Life skills into Languages to reduce the number of subjects and counter the impact of loss of teaching and learning time. This dispensation is hereby withdrawn.

10. In 2021, schools will offer Life skills as a stand-alone subject in the Foundation Phase as provided for in the National Policy pertaining to the Programme and Promotion Requirements of the National Curriculum Statement Grades R – 12.

MR HM MWELI

DIRECTOR-GENERAL

DATE: 19/11/2020





# DISCIPLINES

1. DANCE GRADES 7, 8 & 9
2. DRAMA GRADES 7,8,9
3. MUSIC GRADES 7,8 & 9
4. VISUAL ARTS GRADES 7,8 & 9



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# DANCE

GRADES 7-9



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Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS topic	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Theory and Literacy	Dance Performance Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition
Concepts, skills and values	<p><b>Dance Conventions:</b> Setting a safe environment, conventions for entering and leaving and code of conduct, dress code for a Dance class.</p> <p>Add respect and sensitivity to others and trust exercises making use of Baseline assessment using the following activities:</p> <ul style="list-style-type: none"> <li>Locomotor/Non- Locomotor exercises with visual cues like freezing.</li> <li>Movement sentences, individually/groups.</li> <li>Movement Games exercises refer to WCED Take Home Pack of 2020. <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a></li> <li>Group Discussions as reflection.</li> </ul> <p>Cooldown</p> <p><b>Dance Improvisation and Composition</b> Continue exploring elements of dance: use of space, time, direction.</p> <p><b>Dance Theory and Literacy</b> Dance terminology, Importance of Warm up, Dance conventions.</p>	<p><b>Dance Conventions:</b> Setting a safe environment, conventions for entering and leaving and code of conduct, dress code for a Dance class.</p> <p>Add respect and sensitivity to others and trust exercises making use of Baseline assessment using the following activities:</p> <ul style="list-style-type: none"> <li>Locomotor/Non- Locomotor exercises with visual cues like freezing.</li> <li>Movement sentences, individually/groups.</li> <li>Movement Games exercises refer to Take Home Pack of 2020. <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a></li> <li>Group Discussions as reflection.</li> </ul> <p>Cooldown</p> <p><b>Dance Improvisation and Composition</b> Continue exploring elements of dance using space, time, direction, posture, adding dimension and pathways.</p> <p><b>Dance Theory and Literacy</b> Dance terminology Locomotor/Non- Locomotor movements.</p>	<p><b>Dance Conventions:</b> Warm up continues, using variation in shape, level and direction. Introduction to floor work for core stability, strength and flexibility emphasising good posture and alignment: flexing and stretching the feet.</p> <p>Cooldown with safe stretching. <b>Dance Improvisation and Composition</b> Continue exploring elements of dance: use of space, time, direction, shape, posture, levels.</p> <p><b>Dance Theory and Literacy</b> Dance terminology Importance of good posture and alignment, core stability, strength, flexibility.</p>	<p><b>Dance Performance</b> Warm up continues. Floor work continues, adding rounding and lengthening of the spine Joint mobility: knee bends, rises and transfer of weight from side to side.</p> <p>Cooldown with safe stretching. <b>Dance Improvisation and Composition</b> Continue exploring dance elements use of space, time, direction, shape, posture, levels.</p> <p><b>Dance Theory and Literacy</b> Dance terminology Revise good posture and alignment, core stability, strength, flexibility.</p>	<p><b>Dance Performance</b> Warm up continues. Floor work Joint mobility: knee bends, rises, transfer of weight from side to side. Preparation for safe landing from movements of elevation/aerial movements: small jumps.</p> <p>Cooldown with safe stretching. <b>Dance Improvisation and Composition</b> Continue exploring elements of dance: use of space, time, direction, shape, posture, levels, relationships.</p> <p><b>Dance Theory and Literacy</b> Dance terminology of energy and force, transfer of weight, safe landing after elevation/aerial, relationships.</p>	<p><b>Dance Performance</b> Warm up continues. Floor work Joint mobility: knee bends rises, transfer of weight forwards and backwards. Activity for jumps. Simple locomotor combinations across space.</p> <p>Cooldown with safe stretching <b>Dance Improvisation and Composition</b> Continue exploring elements of dance: use of space, time, direction, shape, posture, levels, relationships, rhythm.</p> <p><b>Dance Theory and Literacy</b> Dance terminology Elements of space, time, energy, force, levels, direction, relationships and rhythm.</p>	<p><b>Dance Performance</b> Warm up continues. Floor work Joint mobility: knee bends rises, transfer of weight forwards and backwards.</p> <p>Practise in groups: practical class work for the Formal Assessment Task.</p> <p>Cooldown with safe stretching <b>Dance Improvisation and Composition</b> Continue exploring elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps.</p> <p><b>Dance Theory and Literacy</b> Dance terminology Elements of Dance: the use of space, time, direction, shape, posture, levels, energy, force, levels, relationships and rhythm.</p>	<p><b>Dance Performance</b> Warm up continues Floor work Joint mobility: knee bends rises transfer of weight to any side.</p> <p>Practise in groups: practical class work for the Formal Assessment Task.</p> <p>Cooldown with safe stretching <b>Dance Improvisation and Composition</b> Continue exploring elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps.</p> <p><b>Dance Theory and Literacy</b> Dance terminology All Elements of dance covered in Term 1.</p>	<p><b>Formal Practical Assessment Task (FAT):</b> <b>Dance group performance improvisation and composition exploring elements of dance.</b> <b>50 marks assessed with a rubric</b></p>	
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment.									Preparation towards Dance performance during past 8 weeks.
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. <a href="https://drive.google.com/open?id=11rxjEBmORUgZH714IGHJTr8QYfIQ1u0Z">https://drive.google.com/open?id=11rxjEBmORUgZH714IGHJTr8QYfIQ1u0Z</a>									Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera(optional)
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
SBA (Formal Assessment)	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of dance.	Observation, side coaching and direction by teacher to continuously improve technique.	Workbook: reflection by means of journal on elements of dance.	Observation, side coaching and direction on safe landing, jumps, etc.	Peer assessment on locomotor combinations.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.	
	Formal Assessment Task: Dance Performance									<b>Formal Assessment Task: Dance Performance</b> 50 marks assessed with a rubric



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CAPS topic	Dance Theory and Literacy	Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition				
Concepts, skills and values	<p><b>Dance Theory and Literacy</b></p> <p><b>Baseline Assessment:</b> This could be in various formats based on dance concepts, terminology and key dance elements taught in Grade 7.</p> <p>The baseline could include the following, and is not limited to:</p> <ul style="list-style-type: none"> <li>practical /performance activities (exercises) exploring different dance elements: space, time, force.</li> <li>participation in short dance sequence.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic dance elements.</li> <li>a quiz, online competition/ educational games.</li> <li>Identifying dance movements through visual aids.</li> <li>mind map of code of conduct.</li> <li>educational games.</li> <li>worksheets.</li> </ul>		<p><b>Dance Performance</b></p> <ol style="list-style-type: none"> <li><b>Dance Conventions:</b> setting a safe environment.</li> <li><b>Warm-up:</b> locomotors, creating a safe environment.</li> <li><b>Floor work:</b> core stability exercise: strengthening back, abdominal muscles.</li> <li><b>Cooling down</b> with imagery.</li> </ol> <p><b>Dance Improvisation and Composition</b> Basic locomotor movements, varying space and direction: walk &amp; run, skip, hop, jump, slide, gallop, leap.</p> <p><b>Dance Theory and Literacy</b> Dance terminology Locomotor &amp; non-locomotor movement terms.</p>		<p><b>Dance Performance</b></p> <ol style="list-style-type: none"> <li><b>Dance Conventions:</b> Continues with establishing a code of conduct.</li> <li><b>Warm up:</b> explore various locomotors and non-locomotors in combination varying in tempo as for Topic 2.</li> <li><b>Floor work continues</b> with focus on breathing and curving and lengthening of the spine.</li> <li><b>Travelling movement combinations</b> across the floor.</li> <li><b>Cooling down</b> with imagery.</li> </ol> <p><b>Dance Theory and Literacy</b> Dance terminology Locomotor and non-locomotor movements.</p>		<p><b>Dance Performance</b></p> <ol style="list-style-type: none"> <li><b>Warm up ritual:</b> locomotors &amp; non-locomotors with change of direction as for Topic 2.</li> <li><b>Leg muscles and joint strengthening and mobility:</b> knee bends and rises in parallel and turned-out.</li> <li><b>Articulation of feet and mobility of ankle and knee joints:</b> foot isolations.</li> <li><b>Travelling movement combinations</b> across the floor &amp; changing directions.</li> <li><b>Cooling down</b> with safe, slow stretching.</li> </ol> <p><b>Dance Theory and Literacy</b> Dance terminology Code of Conduct: Poster.</p>		<p><b>Dance Performance</b></p> <ol style="list-style-type: none"> <li><b>Warm up ritual</b> with change of direction and focus.</li> <li><b>Leg muscles and joint strengthening and mobility:</b> continues with low leg extensions/brushes.</li> <li><b>Articulation of feet and mobility of ankle and knee joints:</b> with small jumps and safe landings.</li> <li><b>Cooling down</b> with imagery and safe, slow stretching.</li> </ol> <p><b>Dance Improvisation and Composition</b> Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempi.</p>		<p><b>Dance Performance</b></p> <ol style="list-style-type: none"> <li><b>Warm up ritual.</b></li> <li><b>Floor work.</b></li> <li><b>Leg muscles and joint strengthening and mobility.</b></li> <li><b>Articulation of feet and mobility of ankle and knee joints.</b></li> <li><b>Travelling movement combinations.</b></li> <li><b>Cooling down.</b></li> </ol> <p>Preparation towards the FAT (Formal Assessment Task).</p> <p><b>Dance Improvisation and Composition</b> Continue developing a short dance sequence.</p> <p><b>Dance Theory and Literacy</b> Dance terminology.</p>		<p><b>Formal Practical Assessment Task (FAT):</b> Dance performance: assessed with a rubric</p> <p><b>Dance Improvisation and Composition</b> Composition of a short dance sequence combining locomotor and non-locomotor movements, with use of varying directions, levels and tempi.</p> <p><b>50 marks</b></p>	
Requisite pre-knowledge	<p>Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movements, basic understanding of Dance elements such as time, space, safe landings; understanding and application towards correct posture and alignment</p>								<p>Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette</p>					
Resources (other than textbook) to enhance learning	<p>Open, adequate classroom space, CD player, interactive whiteboard/ data projector &amp; laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. <a href="https://drive.google.com/open?id=1zu7WIRVHV9x0edl8J8E-KuwSu_OWn35">https://drive.google.com/open?id=1zu7WIRVHV9x0edl8J8E-KuwSu_OWn35</a></p>								<p>Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera(optional)</p>					

*Dance Theory and Literacy are integrated with Dance Performance and Improvisation and Composition. Learners apply theoretical concepts continually in a practical activity.*

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



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<b>CAPS topic</b>	Dance Theory and Literacy	Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition
<b>Concepts, skills and values</b>	<p><b>Dance Theory and Literacy</b></p> <p><b>Baseline Assessment:</b> This could be in various formats based on dance concepts, terminology and key dance elements taught in Grade 8. The baseline could include the following, but is not limited to:</p> <ul style="list-style-type: none"> <li>Questionnaire about the purpose of a warm-up, advantages, understanding posture, alignment.</li> <li>Identifying dance practical activities with visual aids: spinal roll, a, spotting, articulation of the feet and ankles.</li> <li>Mind maps: code of conduct, controls, etc.</li> <li>Educational and online games.</li> <li>Worksheets.</li> <li>Dance elements: time, space, symmetry, patterning and force.</li> </ul>		<p><b>Dance Performance</b></p> <ol style="list-style-type: none"> <li><b>Dance Conventions:</b> Greeting &amp; use of space.</li> <li><b>Warm-up:</b> Spinal warm-up, arm swings/reaches.</li> <li><b>Floor work:</b> core stability exercises for back and stomach muscles: rounding and lengthening of the spine and side bends.</li> <li><b>Cooling down</b> with relaxation.</li> </ol> <p><b>Dance Improvisation and Composition</b> Exploration of natural gestures.</p> <p><b>Dance Theory and Literacy</b> Importance of good posture and Alignment</p>	<p><b>Dance Performance</b></p> <ol style="list-style-type: none"> <li><b>Dance Conventions:</b> continue with focus on class discipline &amp; respect.</li> <li><b>Warm up</b> continues by adding lunges.</li> <li><b>Leg muscles, ankle and knee joint mobility and strengthening:</b> knee bends and rises in parallel.</li> <li><b>Cooling down</b> with relaxation imagery.</li> </ol> <p><b>Dance Improvisation and Composition</b> Continues by varying gestures through exaggeration, slow motion and repetition.</p>	<p><b>Dance performance</b></p> <ol style="list-style-type: none"> <li><b>Warm up:</b> Build on warm up ritual including spinal warm-up, arms swings, reaches and lunges, side bends.</li> <li><b>Leg muscles, ankle and knee joint mobility and strengthening:</b> continue in turned out position.</li> <li><b>Foot warm-ups</b></li> <li><b>Cooling down:</b> add slow stretching</li> </ol> <p><b>Dance Improvisation and Composition</b> Composition structures: beginnings and endings, repetition, stillness.</p>	<p><b>Dance performance</b></p> <ol style="list-style-type: none"> <li><b>Warm up ritual:</b> add, knee bends and rises in parallel and turned out positions and using combinations of locomotor steps moving in space and changing direction.</li> <li><b>Foot warm up</b> adding small jump sequences.</li> <li><b>Cooling down:</b> relaxation imagery with slow stretching.</li> </ol> <p><b>Dance Improvisation and Composition</b> Composition of a sequence in partners, based on gestures: clear beginning and ending.</p> <p><b>Dance Theory and Literacy</b> Dance terminology. Use of core, use of spine.</p>	<p><b>Dance performance</b></p> <ol style="list-style-type: none"> <li><b>Warm up ritual established.</b></li> <li><b>Leg muscles, ankle and knee joint mobility and strengthening.</b></li> <li><b>Feet warm-ups</b></li> <li><b>Cool down</b> with relaxation imagery and slow.</li> </ol> <p><b>Dance Improvisation and Composition</b> Composition of a sequence continues adding, repetition and stillness.</p> <p><b>Dance Theory and Literacy</b> Dance terminology. Use of safe landings.</p>	<p>Preparation towards the FAT (Formal Assessment Task)</p> <p><b>Dance Improvisation and Composition</b> Composition of a sequence in partners, based on gestures: clear beginning and ending, repetition and stillness.</p>	<p><b>Formal Practical Assessment Task (FAT):</b></p> <p><b>Dance performance:</b> assessed with a rubric</p> <p><b>Dance Improvisation and Composition</b> Composition of a sequence in partners, based on gestures: clear beginning and ending, repetition and stillness.</p> <p><b>50 marks</b></p>	
<p><i>Dance Theory and Literacy are integrated with Dance Performance and Improvisation and Composition. Learners apply theoretical concepts continually in a practical activity.</i></p>										
<b>Requisite pre-knowledge</b>	<p>Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment.</p>								<p>Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.</p>	
<b>Resources (other than textbook) to enhance learning</b>	<p>Open, adequate classroom space, CD player, interactive whiteboard/ data projector &amp; laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.</p>								<p>Appropriate performance space: classroom, hall, stage, etc.; CD player, video camera/ cell phone camera(optional).</p>	
<p>Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher.</p>										



# DRAMA

GRADES 7-9



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TERM 1: 45 DAYS	Week 1 (3 days) 27-29 January	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 (4 days) 23-26 March	Week 10 (3 days) 29-31 March
CAPS topic	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Dramatic skills development; Playmaking (improvised drama)	Careers	Careers	Formal Practical Assessment	Formal Practical Assessment
Concepts, Skills and Values	<p><b>Voice:</b> relaxation and breathing exercises. <b>Physical:</b> release tension and mirror work activities.</p> <p>Commence development of <b>short improvisation</b> (use themes relevant to learners). Provide and explore stimulus – pictures, photographs, stories, anecdotes or one-liners.</p>	<p><b>Voice:</b> relaxation, breathing and resonance exercises. <b>Physical:</b> use imagery to warm-up the body.</p> <p>Develop a <b>storyline</b> with beginning, middle and end. Focus on Who, What, Where and When.</p>	<p><b>Voice:</b> relaxation, breathing and resonance exercises. <b>Physical:</b> use imagery to warm-up the body.</p> <p><b>Shape and develop scenes</b> – using tableaux.</p>	<p><b>Voice:</b> relaxation, breathing and articulation exercises. <b>Physical:</b> explore movement dynamics.</p> <p>Develop <b>characters, space, theme and message</b> of drama.</p>	<p><b>Voice:</b> relaxation, breathing and articulation exercises. <b>Physical:</b> explore movement dynamics.</p> <p>Explore <b>physical relationships</b> in space, focus points, levels, and proximity of characters to each other. Consider where the <b>audience</b> is seated.</p>	<p><b>Voice:</b> relaxation, breathing and articulation exercises. <b>Physical:</b> explore movement dynamics.</p> <p>Focus of <b>listening and concentration, action and reaction</b>. Practise the scene, refining it for performance (homework – rehearse own part and if possible, in group to prepare for formal practical assessment in weeks 8 and 9).</p>	Research careers of actors/dancers/singers/clowns/stand-up comedians.	Present /submit (video/written/audio/electronic – website/PowerPoint) research careers of actors/dancers/singers/clowns/stand-up comedians.	Classroom improvised drama.  OR Recording/filming of improvised drama.	Classroom improvised drama.  OR Recording/filming of improvised drama.
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection. Physical - basic skills in warming up the body, posture, physical characterisation and use of space. Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience.</p>						<p>Basic research skills: <b>Access</b> (how find information) Enquire, locate, identify, observe, research <b>Process</b> (the information) Arrange, compare, evaluate, analyse, communicate <b>Use</b> Accept, reject, apply, choose</p>		<p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette</p>	
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space CD Player / Interactive whiteboard / Data Projector / Television / Laptop Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HEI Brochures / Books / Magazine Articles / Newspapers Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p>									
Informal Assessment & Remediation	<p>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.</p>									
	Explore stimulus for improvisation: mind maps.	Workbook: mind map of elements of drama and skeleton of plot of the play.	Observation, side coaching and direction of tableaux.	Workbook: character analysis in template; journal or visual image of theme, poster of message of play.	Observation, side coaching and direction of physical relationships and use of space.	Rehearsal: side coaching, directing by teacher and peers towards polished performance.	Workbook: first draft of research.	Dry run of research presentation.	Classroom discussion and reflection.	
SBA (Formal Assessment)	<p><b>Formal Assessment Task: Practical Assessment during week 9 and 10.</b></p>								<p><b>Formal Assessment Task: Drama Performance</b> 50 marks assessed with a rubric</p>	



TERM 1: 45 DAYS	Week 1 (3 days) 27-29 January	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 (4 days) 23-26 March	Week 10 (3 days) 29-31 March
<b>CAPS Topics</b>	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Appreciation and reflection; Media	Appreciation and reflection; Media	Appreciation and reflection; Media
<b>Concepts, Skills and Values</b>	<b>Voice:</b> relaxation - restful alertness and breathing exercises. <b>Physical:</b> posture (neutral position), release tension and establish trust activities.  <b>Research for short improvisation:</b> Theme related to a social or environmental issue. Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion.  <b>Media</b> Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre).	<b>Voice:</b> relaxation – restful alertness and breathing exercises. <b>Physical:</b> posture (neutral position), release tension and establish trust activities.  <b>Research for short improvisation:</b> Theme related to a social or environmental issue. Provide and explore stimulus – pictures, photographs, stories, anecdotes, one-liners, etc. Research and discussion.  <b>Media</b> Film, television, radio, documentaries, interviews and internet (briefly explore social or environmental theatre).	<b>Voice:</b> relaxation – restful alertness and breathing exercises. <b>Physical:</b> posture (neutral position) and release tension activities  <b>Devise topic from research:</b> Develop structure for performance: plot, characters, time, place, space and audience.	<b>Voice:</b> relaxation and breathing exercises. <b>Physical:</b> posture (neutral position) and body as an instrument of expression activities.  <b>Shape and focus the performance:</b> Exploration of space and time e.g. playback, jumps in time, different time and place, flashbacks. Use of symbols	<b>Voice:</b> breath control and capacity, and resonance exercises. <b>Physical:</b> posture (neutral position) and body as an instrument of expression activities.  <b>Shape and focus the performance:</b> Audibility of spoken dialogue.	<b>Voice:</b> breath control and capacity, and resonance exercises. <b>Physical:</b> posture (neutral position), develop concentration and focus activities.  <b>Shape and focus the performance:</b> Finding a clear focus: remove unnecessary/confusing dialogue and movements.	<b>Voice:</b> breath control and capacity, and resonance exercises. <b>Physical:</b> posture (neutral position), develop concentration and focus activities.  <b>Shape and focus the performance:</b> Developing and sustaining dramatic tension.	<b>FORMAL PRACTICAL ASSESSMENT</b>  Classroom improvised drama  OR  Recording/filming of improvised drama	<b>FORMAL PRACTICAL ASSESSMENT</b>  Classroom improvised drama  OR  Recording/filming of improvised drama	<b>FORMAL PRACTICAL ASSESSMENT</b>  Classroom improvised drama  OR  Recording/filming of improvised drama
<b>*Improvised Drama</b>										
<b>Requisite Pre-knowledge</b>	<p><b>VOICE</b> Basic skills and understanding of breathing and resonance.</p> <p><b>PHYSICAL</b> Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p><b>BASIC IMPROVISATION TECHNIQUES</b> Understanding and application of drama elements - character, plot, time, space and audience.</p> <p><b>BASIC RESEARCH SKILLS</b> Access (find information) – enquire, locate, identify, observe, research ; Process (the information) – arrange, compare, evaluate, analyse, communicate ; Use – accept, reject, apply, choose</p> <p><b>BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</b></p>									
<b>Resources (other than textbook) to enhance learning</b>	<p>Appropriate performance space: Open Classroom / Hall / Stage CD Player / Interactive Whiteboard / Data Projector / Television / Laptop / Video Camera / Cell Phone Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video Clips / HEI Brochures / Books / Magazines / Articles / Newspapers Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker <a href="https://drive.google.com/open?id=1JCM_KE5yzfHb2nKq15sdtkLDjgDTGWJjU">https://drive.google.com/open?id=1JCM_KE5yzfHb2nKq15sdtkLDjgDTGWJjU</a></p>									
<b>Informal Assessment and Remediation</b>	<p><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.</b></p> <p>Workbook: research on topic using variety of stimuli as provided by teacher.</p> <p>Workbook: research on topic using variety of stimuli as provided by teacher.</p> <p>Workbook: mind map of elements of drama and skeleton of plot of the play.</p> <p>Workbook: visual representation of use of time – storyboard. Worksheet on use and meaning of symbols.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Workbook: critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology.</p>									
<b>SBA (Formal Assessment)</b>	<p><b>Formal Practical Assessment in week 8 – 10.</b></p>								<p><b>Formal Assessment Task: Improvised Drama Performance</b> 50 marks assessed with a rubric</p>	





TERM 1: 45 DAYS	Week 1 (3 days) 27-29 January	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 (4 days) 23-26 March	Week 10 (3 days) 29-31 March
CAPS Topics	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking; Media	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Dramatic skills development; Drama elements in playmaking	Appreciation and reflection; Media	Appreciation and reflection; Media	Appreciation and reflection; Media
Concepts, Skills and Values  *Improvvised Drama	<p><b>Voice:</b> relaxation - restful alertness and breathing exercises. <b>Physical:</b> posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities.</p> <p><b>Research for short improvisation:</b> Theme related to cultural practices, in South Africa or other countries. Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. Research and discussion.</p> <p><b>Media</b> Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures.</p>	<p><b>Voice:</b> relaxation - restful alertness and breathing exercises. <b>Physical:</b> posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities.</p> <p><b>Research for short improvisation:</b> Theme related to cultural practices, in South Africa or other countries. Provide and explore stimulus – pictures, photographs, stories, anecdotes, etc. Research and discussion.</p> <p><b>Media</b> Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures.</p>	<p><b>Voice:</b> relaxation - restful alertness and breathing exercises. <b>Physical:</b> posture (neutral position) and release tension through roll down (curling and uncurling of the spine) activities.</p> <p><b>Create short improvisation reflecting cultural practices:</b> Develop structure for performance: plot, characters, time, place, space and audience.</p> <p>Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies, symbols, etc.</p> <p><b>Media</b> Use film, television, soap opera, radio or the internet to explore and discuss the positive and negative effects of media on different cultures. Integrate ideas and opinions into the classroom drama.</p>	<p><b>Voice:</b> relaxation and breathing exercises. <b>Physical:</b> posture (neutral position) and body as an instrument of expression activities.</p> <p><b>Develop improvisation:</b> Character: physical and vocal characterisation – language and appropriate register.</p>	<p><b>Voice:</b> breath control and capacity, and resonance exercises. <b>Physical:</b> posture (neutral position) and body as an instrument of expression activities.</p> <p><b>Develop improvisation:</b> Audibility of spoken dialogue.</p>	<p><b>Voice:</b> breath control and capacity, and resonance exercises. <b>Physical:</b> posture (neutral position), develop concentration and focus activities.</p> <p><b>Develop improvisation:</b> Dramatic tension: in the plot, within a person, between people/groups of people, between people and the environment.</p>	<p><b>Voice:</b> breath control and capacity, and resonance exercises. <b>Physical:</b> posture (neutral position), develop concentration and focus activities.</p> <p><b>Develop improvisation:</b> Sustaining dramatic tension.</p>	<p><b>FORMAL PRACTICAL ASSESSEMENT</b>  Classroom improvised drama  OR  Recording/filming of improvised drama</p>	<p><b>FORMAL PRACTICAL ASSESSEMENT</b>  Classroom improvised drama  OR  Recording/filming of improvised drama</p>	<p><b>FORMAL PRACTICAL ASSESSEMENT</b>  Classroom improvised drama  OR  Recording/filming of improvised drama</p>
Requisite Pre-knowledge	<p><b>VOICE</b> Basic skills and understanding of breathing and resonance.</p> <p><b>PHYSICAL</b> Basic skills in warming up the body, posture, physical characterisation and use of space.</p> <p><b>BASIC IMPROVISATION TECHNIQUES</b> Understanding and application of drama elements - character, plot, time, space and audience.</p> <p><b>BASIC RESEARCH SKILLS</b> <b>Access</b> (find information) – enquire, locate, identify, observe, research ; <b>Process</b> (the information) – arrange, compare, evaluate, analyse, communicate ; <b>Use</b> – accept, reject, apply, choose</p> <p><b>BASIC PERFORMANCE SKILLS / REHEARSAL / AUDIENCE BEHAVIOUR / THEATRE ETIQUETTE</b></p>									
Resources (other than textbook) to enhance learning	<p>Appropriate performance space: Open Classroom / Hall / Stage CD Player / Interactive Whiteboard / Data Projector / Television / Laptop / Video Camera / Cell Phone Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video Clips / HEI Brochures / Books / Magazines / Articles / Newspapers Appropriate Digital Apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker <a href="https://drive.google.com/open?id=1Mi1xSMh23woESsvuOMYZQFPHDZUyU">https://drive.google.com/open?id=1Mi1xSMh23woESsvuOMYZQFPHDZUyU</a></p>									
Informal Assessment and Remediation	<p><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.</b></p> <p>Workbook: research on cultural practices and impact of media, using variety of stimuli as provided by teacher.</p> <p>Workbook: research on cultural practices and impact of media, using variety of stimuli as provided by teacher.</p> <p>Workbook: mind map of elements of drama and skeleton of plot of the play.</p> <p>Observation, side coaching and direction. Workbook: create character profile.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Rehearsal: side coaching, directing by teacher and peers towards polished performance.</p> <p>Workbook: critical reflection based on peer interpretation and performance of polished/recorded improvisation, using drama terminology.</p>									
SBA (Formal Assessment)	<p><b>Formal Practical Assessment in week 8 – 10.</b></p>								<p><b>Formal Assessment Task: Improvised Drama Performance</b> 50 marks assessed with a rubric</p>	



# MUSIC

GARDES 7 - 9



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



# 2021 Annual Teaching Plan – Term 1: CREATIVE ARTS MUSIC: Grade7

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS Topic	Baseline Assessment	Baseline Assessment	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Formal Practical Assessment	Formal Practical Assessment
Core Concepts, Skills and Values	<p>♫ Start each week's lesson with a warm-up and breathing exercise.</p> <p>♫ Develop the ability to sing in tune through a repertoire of songs that include the National Anthem of SA, folksongs, and popular music.</p> <p>♫ Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p>								Formal Assessment Task: Practical Music Performance 50 marks assessed with a rubric: Practical performance by individual and/or groups	
	<ul style="list-style-type: none"> <li>Treble clef</li> <li>Letter names of notes on the treble clef</li> <li>Duration - concepts of all note values: crotchets, quavers, minims, semibreves</li> </ul>	<ul style="list-style-type: none"> <li>Treble clef</li> <li>Letter names of notes on the treble clef</li> <li>Duration - Concepts of all note values: crotchets, quavers, minims, semibreves</li> </ul>	<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the <b>Meter</b> of the music as duple (two beats), triple (three beats) or quadruple time (four beats).</li> <li><b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa. (do, re, mi, fa, so, la, ti, do).</li> <li>Following simple musical scores while listening to music.</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the <b>Meter</b> of the music as duple (two beats), triple (three beats) or quadruple time (four beats).</li> <li><b>Pitch:</b> Sight singing melodic phrases from known and unknown songs using tonic sol-fa. (do, re, mi, fa, so, la, ti, do).</li> <li>Following simple musical scores while listening to music.</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the story that the music is telling (sad/happy, recognizing a dance, a march etc.) and the instruments used in the performance.</li> <li>Following simple musical scores while listening to music.</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to performed music and identify or describe the story that the music is telling (sad/happy, recognizing a dance, a march etc.) and the instruments used in the performance.</li> <li>Following simple musical scores while listening to music.</li> <li>Active listening to a variety of recorded or live music by clapping or humming and/or moving.</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments.</li> <li>Playing music from graphic scores.</li> <li>Creating instrumental music in group and solo context using:                             <ul style="list-style-type: none"> <li>♫ Rhythmic repetition through clapping or drumming.</li> <li>♫ Rhythmic question and answer through clapping or drumming.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Accompanying songs with body percussion, found or self-made instruments, traditional instruments, Orff instruments.</li> <li>Playing music from graphic scores.</li> <li>Creating instrumental music in group and solo context using:                             <ul style="list-style-type: none"> <li>♫ Rhythmic repetition through clapping or drumming.</li> <li>♫ Rhythmic question and answer through clapping or drumming.</li> </ul> </li> </ul>	Group and solo performances of music created including all concepts covered during 1 <sup>st</sup> term.	
Requisite Pre-Knowledge	Basic understanding of musical staves, treble clef and letter names of the lines and spaces in the treble clef. Basic understanding of note values: crotchets, minims and quavers and semibreve. Elementary use of non – melodic instruments or body percussion to consolidate rhythmic patterns in a practical fun way. Some understanding of tonic- solfa through songs.									



# 2021 Annual Teaching Plan – Term 1: MUSIC GRADE 8

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
<b>CAPS Topic</b>	Baseline Assessment	Baseline Assessment	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Formal Practical Assessment	Formal Practical Assessment
<b>Core Concepts, Skills and Values</b>	<p>♫ Start every week's class with warm-up and breathing exercises suitable for the instrument or voice.</p> <p>♫ Develop the ability to sing in tune through a repertoire of songs of social significance.</p> <p>♫ Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p> <p>♫ Important to note that reference to basic knowledge, like, letter names of notes, note values, clefs, time signatures, key signatures and all elements of music (dynamic, tempo, texture, rhythm, etc.) should be addressed in all weeks across the term – whenever working with sheet music, always refer to all these mentioned.</p>								<p><b>Formal Assessment Task:</b> 50 marks assessed with a rubric:</p> <p><b>Practical Listening activity with questionnaire based on the sound of the families of instruments. Including assessing music literacy and own appreciation. Assess performances listened to in class.</b></p>	
	<b>Consolidation of music notation:</b>	<b>Consolidation of music notation:</b>	Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Membranophone</b> (complete last week's work if necessary) - <b>Idiophones</b>	Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Idiophones</b>	Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Chordophones</b>	Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Chordophones</b>	Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Aerophones</b>	Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Aerophones</b>	Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Aerophones</b>	
	<ul style="list-style-type: none"> <li>Note values: crotchet, minim, dotted minim, semibreve, quaver rests – as for note values.</li> <li>Time signatures: 2/4; 3/4; 4/4</li> <li>Treble and the bass clefs</li> <li>Letter names on the treble and bass clefs.</li> <li>The construction of the major scale: C and G major</li> </ul>	<ul style="list-style-type: none"> <li>Note values: crotchet, minim, dotted minim, semibreve, quaver rests – as for note values.</li> <li>Time signatures: 2/4; 3/4; 4/4</li> <li>Treble and the bass clefs</li> <li>Letter names on the treble and bass clefs.</li> <li>The construction of the major scale: C and G major</li> </ul> <p>Listening to the sound of the families of instruments and describing how the sound is produced: - <b>Membranophone</b></p>	<ul style="list-style-type: none"> <li>Creating own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Group or solo performances from the standard repertoire of Western/African/Indian/po pular musical styles: Choral works - Group instrumental works - Solo vocal works - Solo instrumental works</li> </ul>	<ul style="list-style-type: none"> <li>Accompanying choral works with body percussion or found or self-made instruments or traditional instruments, keyboard or guitar.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments.</li> </ul>	<ul style="list-style-type: none"> <li>Writing four-line lyrics based on a personal or social issue.</li> </ul>	<ul style="list-style-type: none"> <li>Writing four-line lyrics based on a personal or social issue.</li> </ul>		
<b>Requisite Pre-Knowledge</b>	The basic elements and theory of music that were taught in Primary School: Clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture).								Preparation towards Music listening activity during past 8 weeks.	
<b>Resources (other than textbook) to enhance learning</b>	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments. <a href="https://drive.google.com/open?id=16bRXG7493sL9YNoEdp9Eo-KmBbGY1Nhv">https://drive.google.com/open?id=16bRXG7493sL9YNoEdp9Eo-KmBbGY1Nhv</a>								Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments.	
<b>Informal Assessment</b>	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique,	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance.	Rehearsal, directing by teacher and peers towards polished Music performance.	Classroom discussion and critical reflection using Music terminology learnt during past weeks.	
<b>SBA (Formal Assessment)</b>									<b>Formal Assessment Task: Listening activity</b> 50 marks	



# 2021 Annual Teaching Plan – Term 1: MUSIC GRADE 9

Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
<b>CAPS Topic</b>	Baseline Assessment	Baseline Assessment	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Music Literacy Music Listening Performing and Creating Music	Formal Practical Assessment	Formal Practical Assessment
<b>Core Concepts, Skills and Values</b>	<p style="text-align: center;">♫ Start every week's class with warm-up and breathing exercises suitable for the instrument or voice.</p> <p style="text-align: center;">♫ Develop the ability to sing in tune through a repertoire of songs of social significance.</p> <p style="text-align: center;">♫ Music literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others.</p> <p style="text-align: center;">♫ Important to note that reference to basic knowledge, like, letter names of notes, note values, clefs, time signatures, key signatures and all elements of music (dynamic, tempo, texture, rhythm, etc.) should be addressed in all weeks across the term – whenever working with sheet music or listening to music, always refer to all of these mentioned.</p>									<p><b>Formal Assessment Task:</b> <b>Practical Music Performance</b> 50 marks assessed with a rubric: <b>Practical performance by individual and/or groups.</b></p> <p><b>Practical Listening activity with questionnaire based on the sound of the families of instruments. Including assessing music literacy and own appreciation and assessing performances listened to: 50 marks</b></p>
	<p><b>Duration</b></p> <ul style="list-style-type: none"> <li>Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet.</li> <li>Consolidation of 2/4, 3/4, 4/4, 6/8.</li> </ul> <p><b>Music terminology</b> Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo.</p> <p><b>Pitch</b> Consolidation of the construction of the major scale: C, G, D and F major.</p>	<p><b>Duration</b></p> <ul style="list-style-type: none"> <li>Consolidation of the crotchet, quaver, minim, semibreve, dotted minim, semiquaver, dotted crotchet.</li> <li>Consolidation of 2/4, 3/4, 4/4, 6/8.</li> </ul> <p><b>Music terminology</b> Consolidate musical terms: Dynamics: piano, forte, crescendo, diminuendo, mezzo piano, mezzo forte, fortissimo, pianissimo</p> <p><b>Pitch</b> Consolidation of the major scale: C, G, D and F major.  Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: -- <b>Strings</b></p>	<p><b>Pitch</b></p> <ul style="list-style-type: none"> <li>Ledger lines</li> <li>Intervals on i, iv and v (closed position)</li> </ul> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: -- <b>Strings</b> -- <b>Woodwind</b></p> <p>Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: • solo vocal works</p>	<p><b>Pitch</b> Reading (singing or playing) music in the keys of C, G, D and F major using either tonic sol-fa or humming.</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: -- <b>Woodwind</b></p> <p>Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: • solo instrumental works</p>	<p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: -- <b>Brass</b></p> <p>Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: • choral works</p>	<p><b>Music terminology:</b> Tempo: allegro; andante, allegretto, largo.</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: -- <b>Brass</b></p> <p>Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: • group instrumental works</p>	<p><b>Music terminology:</b> Articulation: legato, staccato.</p> <p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - <b>Percussion</b></p> <p>Write own music in group and solo context by</p> <ul style="list-style-type: none"> <li>rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given.</li> </ul>	<p>Listen to the sound of the families of instruments of the orchestra and describe how sound is produced: - <b>Percussion</b></p> <p>Write own music in group and solo context by</p> <ul style="list-style-type: none"> <li>Rhythmic and melodic completion of a four-bar phrase in C, G, D and F major after the first two bars have been given.</li> </ul>		
<b>Requisite Pre-Knowledge</b>	The basic elements and theory of music which were taught in Primary school and Grade 8: Clefs, Letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture).									Preparation towards Music listening activity during past 8 weeks.



# VISUAL ARTS

GRADES 7-9



**basic education**

Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA



Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)	
CAPS topic	Visual literacy Create in 2D & 3D (Baseline & Orientation)		Create in 2D	Visual literacy	Create in 2D	Visual literacy Formal Practical Assessment (2D)	Create in 3D	Visual literacy	Create in 3D	Visual literacy Formal Practical Assessment (3D)	
Concepts, Skills, And Values	<p>Do a baseline assessment: could include, but not limited to any of the following activities:</p> <ul style="list-style-type: none"> <li>practical art activities (exercises) exploring different art elements and design principles.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.</li> <li>a quiz, online game/competition.</li> <li>create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.</li> <li>worksheets.</li> </ul>	<p>Consolidation and introductory activities to prepare for creative work in Term 1:</p> <p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe and discuss visual stimuli like photographs and real objects to identify and name <b>contrast, balance, and emphasis</b> in compositions.</li> </ul> <p><b>Create in 2D &amp; 3D, simple paper construction:</b></p> <ul style="list-style-type: none"> <li>Drawing and / or colour media: exploring a variety of media and techniques.</li> <li>Art elements: line, tone, mark-making, and texture used in own lettering and/or pattermaking; drawing, cutting and sticking shapes in series.</li> <li>Design principles: balance, contrast, emphasis.</li> </ul>	<p>Drawing and painting: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> <li>Line, tone, texture, mark-making.</li> <li>Art elements: line, tone, texture, shape.</li> <li>Observational projects (small objects and still life arrangements).</li> <li>Variation of paper size and format.</li> </ul>	<ul style="list-style-type: none"> <li>Art Elements: description of artworks - shape, line, tone, texture, colour.</li> <li>Personal expression and interpretation of local craft.</li> <li>Similarities &amp; differences, respect and understanding of self and community; the arts as heritage; crafts</li> </ul>	<p>Drawing and painting: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> <li>Art Elements: line, tone, texture, mark-making.</li> <li>Design principles: balance, contrast, emphasis.</li> <li>Observational projects (small objects and still life arrangements).</li> <li>Variation of paper size and format.</li> </ul>	<ul style="list-style-type: none"> <li>Art Elements: description of artworks - shape, line, tone, texture, colour.</li> <li>Design principles: description of artworks - balance, proportion, emphasis, and contrast</li> <li>Personal expression and interpretation of local craft.</li> <li>Similarities &amp; differences, respect and understanding of self and community; the arts as heritage; crafts.</li> </ul>	<p>Creating and constructing artwork based on local craft: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, monochromatic colour.</li> <li>Design principles: proportion, emphasis, contrast.</li> <li>Good craftsmanship: pasting, wrapping, tying, constructing, joining.</li> <li>Concern for the environment: use of recyclable materials.</li> <li>Sharing resources.</li> </ul>	<ul style="list-style-type: none"> <li>Art elements: use in description of artworks - shape, line, tone, texture, colour - monochromatic colour.</li> <li>Design principles: use in description of artworks – balance, proportion, emphasis, contrast.</li> <li>Good craftsmanship: pasting, wrapping, tying, constructing, joining.</li> <li>Concern for the environment: use of recyclable materials.</li> <li>Emphasis on learners' personal expression and interpretation of local craft.</li> <li>Similarities &amp; differences, respect and understanding of self and community; the arts as heritage; crafts.</li> </ul>	<p>Creating and constructing artwork based on local craft: exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> <li>Art elements: shape / form, texture</li> <li>Design principles: balance, proportion, emphasis, contrast</li> <li>Modelling techniques: pinching, rolling, joining techniques, surface texture</li> </ul>	<ul style="list-style-type: none"> <li>Art Elements: description of artworks (shape, line, tone, texture, colour)</li> <li>Design principles: description of artworks: proportion, harmony, rhythm, emphasis, contrast</li> <li>Personal expression and interpretation</li> <li>Communication: Express, identify / name, question and reflect through looking, talking, listening, and writing about the visual world: interpret, analyse, and recognise symbolic language with reference to groups of figures</li> <li>Create in 3D: Earthenware (or any other 3D-making materials available): figures, e.g. groups of musicians</li> </ul>	
<p>Two-week process towards 2D Visual Art product.</p> <p>Two-week process towards 2D Visual Art product.</p> <p>Two-week process towards 3D Visual Art product.</p> <p>Two-week process towards 3D Visual Art product.</p>											
<p>Focus on consolidating &amp; revising the Art Elements &amp; Design Principles, as well as 2D / 3D skills, using short-term practical FATs every fortnight, i.e. every two weeks. This will enable the teacher that dropped SP Creative Arts to catch up and the learners to focus on the tasks at hand. The individual FATs should be linked by a common theme and not necessarily form part of 1 larger assessment task.</p>											
<p>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources. 2D: Emphasis on the interpretation of observational projects – small objects / still life arrangements / masks. Variation of paper size and format: different scale and degrees of detail.</p>											
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work.										
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.		Photographs in resource books and / or real examples of local craft (e.g. African masks). Visual stimuli (e.g. African masks), recyclable monochromatic materials. Self-reflection in workbooks: Journal, self-reflection worksheet. Visual stimuli in resource books. Self-reflection in workbooks. Classroom discussions. <a href="https://bit.ly/35xAY8e">https://bit.ly/35xAY8e</a>								Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.
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)	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	
<p>Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the FAT is to create a 2D experience; therefore, the final product should include Art Elements &amp; Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>							<p>Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the FAT is to create a 3D experience; therefore, the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).</p>				



Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)						
CAPS topic	Visual literacy Create in 2D & 3D (Baseline & Orientation)		Create in 2D	Visual literacy	Create in 2D	Visual literacy Formal Practical Assessment (2D)	Create in 3D	Visual literacy	Create in 3D	Visual literacy Formal Practical Assessment (3D)						
Concepts, Skills And Values	<p><b>Do a baseline assessment: could include, but not limited to any of the following activities:</b></p> <ul style="list-style-type: none"> <li>practical art activities (exercises) exploring different art elements and design principles.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.</li> <li>a quiz, online game/competition.</li> <li>create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.</li> <li>worksheets.</li> </ul>		<p><b>Consolidation and Introductory activities to prepare for creative work in Term 1:</b></p> <p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe and discuss visual stimuli like photographs and real objects to identify and name <b>contrast, balance, and emphasis</b> in compositions.</li> </ul> <p><b>Create in 2D &amp; 3D, simple paper construction:</b></p> <ul style="list-style-type: none"> <li>Drawing and / or colour media: exploring a variety of media and techniques.</li> <li>Art elements: line, tone, mark-making, and texture used in own lettering and/or patternmaking; drawing, cutting and sticking shapes in series.</li> <li>Design principles: balance, contrast, emphasis.</li> </ul>		<p><b>Drawing and painting: Creative Lettering in Popular Culture - exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, complementary colour.</li> <li>Design principles: contrast, proportion, emphasis, unity, balance.</li> <li>Variation of paper size and format: different scale and degrees of detail.</li> </ul>		<p><b>Drawing and painting: Creative Lettering in Graffiti - exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Art elements: shape, line, tone, texture, complementary colour.</li> <li>Design principles: contrast, proportion, emphasis, unity, balance.</li> <li>Variation of paper size and format: different scale and degrees of detail.</li> </ul>		<p><b>Creating and constructing artwork inspired by functional containers: exploring a variety of media and construction techniques</b></p> <ul style="list-style-type: none"> <li>Art elements and design principles: conscious application in own work.</li> <li>Imaginative representation; Spatial awareness: conscious experience of working with shapes in the modelling process; understanding of depth and visual perspective.</li> <li>Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail).</li> </ul>		<p><b>Creating and constructing artwork inspired by mythological containers: exploring a variety of media and construction techniques</b></p> <ul style="list-style-type: none"> <li>Art elements and design principles: conscious application in own work.</li> <li>Imaginative representation; spatial awareness: conscious experience of working with shapes in the modelling process; understanding of depth and visual perspective.</li> <li>Develop craft skills in modelling techniques, joining, rolling, pinching, scratching, surface decoration (e.g. pinch pot with lid detail).</li> </ul>		<ul style="list-style-type: none"> <li>Art elements and design principles: use in description of artworks.</li> <li>Emphasis on the learner's personal expression and interpretation of functional containers.</li> <li>Express, identify / name, question and reflect through looking, talking, listening and writing about the visual world in relation to functional containers through history.</li> <li>Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design.</li> </ul>		<ul style="list-style-type: none"> <li>Art elements and design principles: use in description of artworks.</li> <li>Emphasis on the learner's personal expression and interpretation of mythological containers.</li> <li>Express, identify / name, question and reflect through looking, talking, listening and writing about the visual world in relation to mythological containers through history.</li> <li>Careers in the arts and design fields: role of the artist in society: craft as functional or decorative design.</li> </ul>	
	Two-week process towards 2D Visual Art product.			Two-week process towards 2D Visual Art product.			Two-week process towards 3D Visual Art product.			Two-week process towards 3D Visual Art product.						
<p><b>Focus on consolidating &amp; revising the Art Elements &amp; Design Principles, as well as 2D / 3D skills, using short-term practical FATs every fortnight, i.e. every two weeks. This will enable the teacher that dropped SP Creative Arts to catch up and the learners to focus on the tasks at hand. The individual FATs should be linked by a common theme and not necessarily form part of 1 larger assessment task.</b></p>																
<p><b>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</b></p> <p><b>2D: Emphasis on the interpretation of observational projects – photographs and / or examples from life, such as creative lettering in popular culture and graffiti. Variation of paper size and format: different scale and degrees of detail.</b></p>																
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work.															
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.		Photographs in resource books and/or examples from life, such as creative lettering in popular culture and graffiti. Coloured inks, dyes, in full colour range; small brushes, small rectangles paper. Photographs and/or examples from life, such as a variety of containers with different functions and forms; earthenware clay; any other appropriate material, scratching and modelling tools. Self-reflection in workbooks: Journal, self-reflection worksheet. Visual stimuli in resource books. Self-reflection in workbooks. Classroom discussion.								Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. <a href="https://bit.ly/32Rpy2w">https://bit.ly/32Rpy2w</a>					
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)	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.						
Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the FAT is a 2D experience, therefore the final product should include Art Elements & Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).					Formal Assessment Task: 3D artwork 25 marks assessed with a rubric (The focus of the FAT is a 3D experience, therefore the final product may include relief elements or small-scale 3D elements. Enough to serve as revision and consolidation of the skills / concepts / content covered in class).											





Term 1 45 days	Week 1 27-29 January (3 days)	Week 2 1-5 February	Week 3 8-12 February	Week 4 15-19 February	Week 5 22-26 February	Week 6 1-5 March	Week 7 8-12 March	Week 8 15-19 March	Week 9 23-26 March (4 days)	Week 10 29-31 March (3 days)
CAPS topic	Visual literacy Create in 2D & 3D (Baseline & Orientation)		Create in 2D	Visual literacy	Visual literacy Create in 2D	Visual literacy Formal Practical Assessment (2D)	Create in 2D	Visual literacy	Visual literacy Create in 2D	Visual literacy Formal Practical Assessment (2D)
Concepts, Skills and Values	<p>Do a baseline assessment: could include, but not limited to any of the following activities:</p> <ul style="list-style-type: none"> <li>practical art activities (exercises) exploring different art elements and design principles.</li> <li>classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate artworks.</li> <li>a quiz, online game/competition.</li> <li>create a 2D / 3D artwork focusing on drawing and / or colour media; and design principles – in one lesson.</li> <li>worksheets.</li> </ul>	<p>Consolidation and Introductory activities to prepare for creative work in Term 1:</p> <p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>Observe and discuss visual stimuli like photographs and real objects to identify and name <b>Art Elements and Design Principles</b> in compositions.</li> </ul> <p><b>Create in 2D:</b></p> <ul style="list-style-type: none"> <li>Drawing and painting with extended use of media and techniques.</li> <li>Art elements: (same as before but include analogous / related colour).</li> <li>Design principles.</li> </ul>	<p><b>Drawing and painting: Creative interpretation of a Portrait of another - exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Art elements and design principles: use in own work.</li> <li>Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation.</li> <li>Emphasis on the personal expression, observation, and interpretation of the <b>portrait</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding &amp; recognition of images expressed in words: express, identify / name, question and reflect through looking, listening and talking about portraits.</li> </ul>	<p><b>Communication skills: express, identify / name, question and reflect through looking, talking, listening and writing about the visual world through the language of Art Elements and Design Principles</b></p> <ul style="list-style-type: none"> <li>Interpret, analyse and recognise symbolic language with reference to:                             <ul style="list-style-type: none"> <li>portraits</li> <li>the role of the artist</li> </ul> </li> <li>Similarities and differences, respect and understanding of self and community; the arts as heritage.</li> <li>Looking, listening, and talking about role of artist as contributor, observer, and social commentator in local society.</li> </ul>	<ul style="list-style-type: none"> <li>Personal meaning and recognition of images regarding the role of the artist in local society expressed in words: interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols.</li> <li>Research: artist / artwork / style using various sources: books, libraries, internet, etc.</li> <li>Formal written response.</li> <li>Emphasis on the learner's personal expression and interpretation.</li> </ul>	<p><b>Drawing and painting: Creative interpretation of a self-portrait - exploring a variety of media and techniques</b></p> <ul style="list-style-type: none"> <li>Art elements and design principles: use in own work</li> <li>Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation.</li> <li>Emphasis on the personal expression, observation, and interpretation of the <b>self-portrait</b>.</li> </ul>	<ul style="list-style-type: none"> <li>Understanding &amp; recognition of images expressed in words: express, identify / name, question and reflect through looking, listening and talking about self-portraits.</li> </ul>	<p><b>Communication skills: express, identify / name, question and reflect through looking, talking, listening and writing about the visual world through the language of Art Elements and Design Principles</b></p> <ul style="list-style-type: none"> <li>Interpret, analyse and recognise symbolic language with reference to:                             <ul style="list-style-type: none"> <li>self-portraits</li> <li>the role of the artist</li> </ul> </li> <li>Similarities and differences, respect and understanding of self and the wider community; the arts as heritage</li> <li>The role of the artist in global society: role of artist as contributor, observer, and social commentator in wider society.</li> </ul>	<ul style="list-style-type: none"> <li>Personal meaning and recognition of images regarding the role of the artist in global society expressed in words: interpret, analyse and recognise symbolic language, e.g. signs, national symbols, cultural symbols</li> <li>Research: artist / artwork / style using various sources: books, libraries, internet, etc.</li> <li>Formal written response</li> <li>Emphasis on the learner's personal expression and interpretation.</li> <li>Class presentations about the role of the artist in global society (could be group work).</li> </ul>
<p>Two-week process towards 2D Visual Art product.</p> <p>Two-week process towards 2D Visual Art product.</p> <p>Two-week process towards 3D Visual Art product.</p> <p>Two-week process towards 3D Visual Art product.</p>										
<p>Focus on consolidating &amp; revising the Art Elements &amp; Design Principles, as well as 2D skills, using short-term practical FATs every fortnight, i.e. every two weeks. This will enable the teacher that dropped SP Creative Arts to catch up and the learners to focus on the tasks at hand. The individual FATs should be linked by a common theme and not necessarily form part of 1 larger assessment task.</p>										
<p>2D: Emphasis on the interpretation of observational projects – photographs and / or examples from life, such as photographs of portraits / craft &amp; artworks. Variation of paper size and format: different scale and degrees of detail.</p>										
Requisite pre-knowledge	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work; Basic research skills: <b>Access</b> (how find information): Enquire, locate, identify, observe, research. <b>Process</b> (the information): Arrange, compare, evaluate, analyse, communicate <b>Use</b> Accept, reject, apply, choose.</p>									
Resources (other than textbook) to enhance learning	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks. Self-reflection in workbooks.	Photographs of artworks (e.g. portraits); Tempera or acrylic paint, or oil pastels, A3 paper.	Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in local society.	Photographs of artworks (e.g. self-portraits); Tempera or acrylic paint, or oil pastels, A3 paper.	Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in global society. Classroom discussion.	Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard / data projector & laptop; pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.				
Informal assessment; remediation	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.	Workbook: worksheet to incrementally explore art elements and design principles, rough sketches.	Workbook: self-reflection worksheet.
SBA (Formal Assessment)	<p>Formal Assessment: 2D artwork 25 marks assessed with a rubric (The focus of the FAT is to create a 2D experience; therefore, the final product should include Art Elements &amp; Design Principles on a small-scale. Enough to serve as revision and consolidation of the skills / concepts / content covered in class)</p> <p><a href="https://bit.ly/38MYBkK">https://bit.ly/38MYBkK</a></p>						<p>Formal Assessment: Visual Literacy – Create in 2D 25 marks assessed with a rubric (The focus of the FAT is to evaluate the learners' research, observation, interpretation, and presentation skills, as well as their ability to express themselves. Enough to serve as revision and consolidation of the skills / concepts / content covered in class)</p>			



# END



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# SESSION 2

## REMEMBER FUNDAMENTAL PRINCIPLES OF NCS

CREATIVE ARTS GENERIC SECTION



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# WHAT CONSTITUTES THE NCS?

*The National Curriculum Statement Grades R – 12 (January 2012)*

represents a policy statement for learning and teaching in South African schools and comprises of the following:

- CAPS for each approved school subject as listed in the policy document:

*National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*

- The policy document:

*National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*



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# PURPOSE OF THE NCS

The purpose of the NCS Grades R - 12 is to:

- equip learners, with the knowledge, skills and values necessary for self-fulfillment, and meaningful participation in society as citizens of a free country;
- provide access to higher education;
- facilitate the transition of learners from education institutions to the workplace; and
- provide employers with a sufficient profile of a learner's competences.



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# PRINCIPLES OF THE NCS

The NCS Grades R - 12 is based on the following principles:

- Social transformation;
- Active and critical learning;
- High knowledge and high skills;
- Progression;
- Human rights, inclusivity, environmental & social justice;
- Valuing indigenous knowledge systems; and
- Credibility, quality and efficiency.



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# ENVISAGED LEARNERS

The NCS aims to produce learners that are able to:

- Identify, solve problems and make decisions using creative thinking;
- work effectively **as individuals** and with others in a team;
- organise and manage themselves and their activities responsibly;
- collect, analyse, organise and critically evaluate information;
- communicate effectively using visual, symbolic and language skills;
- use science and technology effectively
- critically showing responsibility towards the environment and the health of others; and
- demonstrate an understanding of the world as a set of related systems.



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# MANAGING INCLUSIVITY

- Inclusivity to be central part of the organisation, planning and teaching at each school.
- Have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity.
- Ensure that barriers are identified and addressed by all support structures:
  - teachers, District-Based Support Teams;
  - Institutional-Level Support Teams;
  - parents; and
  - special Schools as Resource Centres.
- Use various curriculum differentiation strategies such as, those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).





# POLICY IMPLICATIONS

- The *NCS Grades R – 12* comprises the following:
  - CAPS for each approved school subject as listed in the policy document:  
*National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF)*
  - The policy document:  
*National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12.*
- The *NCS Grades R – 12 (January 2012)* should be read in conjunction with the *National Protocol for Assessment Grades R – 12 (January 2012)*.
- The Subject Statements, LPGs and SAGs are repealed and **REPLACED** by the *CAPS . R – 12 (January 2012)*.



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# POLICY IMPLICATIONS

- An addendum to the policy document, *The NSC: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs*, published in Government Gazette, No.29466 of 11 December 2006, is incorporated in the policy document, *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12*.
- The policy document, *National policy pertaining to the programme and promotion requirements of the NCS Grades R – 12*, and the sections on the **CAPS** as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12*.



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# POLICY IMPLICATIONS

- *The National policy pertaining to the programme and promotion requirements of the NCS will, in terms of section 6A of the SASA, 1996 (Act No. 84 of 1996,) form the basis for the Minister of Basic Education to determine:*
- *minimum outcomes and standards ; and*
  - *the processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.*



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**Thank You**



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# SESSION 3

# ASSESSMENT



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# What is Assessment

Assessment is a planned process of

- identifying  
(selecting learner response items)
- gathering  
(learner responses)
- interpreting  
(marking learner responses)

information about the knowledge and skills demonstrated by learners.



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# Assessment

- **INFORMAL (ASSESSMENT FOR LEARNING)**

no need to be recorded by educator, could be marked by learner or peer, usually used to develop skills, demonstrate knowledge and skills and for learners to practice, not used for promotion purposes

(solely developmental purpose)

- **FORMAL (ASSESSMENT OF LEARNING)**

marked and recorded by educator, tasks in Programme of Assessment, used for promotion purposes

(mainly promotion purpose)



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# ANNUAL ASSESSMENT PLAN

- Annual Assessment Plan developed from programme of Assessment by each individual educator
- Should be given to learners at beginning of year.
- Include dates, task, maximum mark and is school specific as per the work schedule



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# NOTES FOR SHARING

## CREATIVE ARTS GRADES 7-9



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SET AN ASSESSMENT TASK

# SET A TEST QUESTION / TASK



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# ANALYSE AN ASSESSMENT TASK

Facilitated analyses of an Assessment Task

What are the elements present

What were left out?



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# CREATIVE ARTS

## Blooms Taxonomy

### Our Understanding



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# ALL ART FORMS

## Knowledge (Remember)



List



Describe



Identify



Recognise



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# ALL ART FORMS

## Comprehension (Understand)

 Explain

 Summarise

 Outline



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# ALL ART FORMA

## Application (Apply)

 Do

 Use

 Make



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# ALL ART FORMS

## Analyse (Analyse)

 Discriminate

 Distinguish

 Critique

 Take Apart

 Deconstruct

 Work out



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# ALL ART FORMS

## Evaluation (Evaluate)

 Measure

 Assess

 Examine

 Judge



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# ALL ART FORMS

## Synthesis (Create)

 Put together

 Compose

 Generate

 Plan

 Produce



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# GRADE 10: Weighting of cognitive levels

<b>Cognitive Levels</b>	<b>Percentage of Task</b>
Lower order: Knowledge	40
Middle order: Comprehension and application	40
Higher order: Analysis, evaluation and synthesis	20



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# BLOOMS TAXONOMY

Remember	Knowledge	List, describe, identify, recognise
Understand	Comprehension	Explain, summarise, outline
Apply	Application	Do, use, make
Analyse	Analyses	Discriminate, distinguish, critique, work out, take apart, deconstruct
Evaluate	Evaluation	Measure, assess, examine, judge
Create	Synthesis	Put together, compose, generate, plan, produce



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# SET AN ASSESSMENT TASK

# SET A TEST

**Apply:**

- **CAPS topics in context**
- **Format of the question**
- **Types of questions**
- **Cognitive levels**
- **Weighting**
- **Appropriate memorandum**



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# PERFORMANCE ASSESSMENT TASKS

Activity 1,2,3,4

In your group, discuss:

- **Aims:**
  - The purpose of a PAT
  - Opportunities provided by a PAT
  - What determines the success of a PAT
- **Planning:**
  - When the PAT`s should be done
  - What are the components of the PAT`s
  - Discuss the educators responsibility with the PAT`s
- **Implementation:**
  - Discuss the presentation requirements of the PAT`s
  - Discuss the standard and quality indicators of the PAT`s
- **Assessment:**
  - Discuss the Assessment rubrics of the PAT`s
  - Discuss the Assessment process of each PAT



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# PERFORMANCE ASSESSMENT TASK

## The Assessment Process:

- As the **PAT** is a **formal assessment task**, it is the **responsibility** of the **educator to administer assessment** and record the progress in instances where formal assessment is required.
- **Frequent developmental feedback** is needed to guide and give support to the learner and to ensure that the learner is on the right track.



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# PERFORMANCE EXAMINATION

- **Purpose**
- **Status**
- **Process**
- **Procedures**
- **Requirements**
- **Presentation**
- **Assessment**



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# WRITTEN EXAMINATION

- **Purpose**
- **Status**
- **Process**
- **Procedures**
- **Requirements**
- **Format**
- **Assessment**



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# 7 ASSEMENT TASKS

## The Assessment Process:

- The **Arts educator** must **conduct** the **formal assessment** and **record** the results on the official summative assessment form.
- The **final formal assessment** must be **done before** the commencement of the **provincial moderation**.
- **ALL the ASSESSEMNT TASKS** must be **retained** for the purpose of external moderation



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# ADMINISTRATION OF ASSESSEMNT

## LEARNER ASSESSEMENT EVIDENCE. FILE

### National Protocol for Assessment Grades R -12 (January 2012)

- Cover page
- Index page
- Excel mark sheet
- Tasks: Evidence



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# MODERATION: ROLE PLAYERS

- HoD (or subject head) if HoD did not specialise in subject
- All PoA tasks: HoD moderates before task is given to learners
- HoD moderates 10% of learner EVIDENCE (responses) to PoA tasks



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# MODERATION: EVIDENCE

Educator  
**File**

Learner Assessment Evidence.  
**File**



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# MODERATION PROCESS

## STEP BY STEP PROCEDURE;

- Select 8/9 Learner Portfolios.
- Base the selection on the learner cognitive performance levels as evident in the marks on the Final Marks Sheets
  - 3 **High level** (75-100 Marks/%),
  - 3 **Middle level** (50-75 Marks/%),
  - 3 **Low level** (0- 49 Marks/%)
- Use Bloom's taxonomy to determine the cognitive levels of evidence of selected Assessment Tasks
- See in the columns below which cognitive levels (high, middle or low) have been grouped with which selected Assessment Task.
- Assess on which cognitive levels the educator has set the selected Assessment Tasks
- With a 'tick' indicate the achieved cognitive level, e.g.: recall, comprehension, application, analysis, synthesis, evaluation
- Assess the learners' evidence in terms of cognitive levels achieved.
- Make a tick under the relevant heading for the cognitive levels
- Allocate a mark to the learners' evidence without being influenced by the original mark given by the educator.
- Write your mark under the heading: 'Educator B'.
- Write down the initial mark given to the learner by his/her educator.
- Write this mark under the heading: 'Educator A'.
- Calculate the difference in marks between 'Educator A' and 'Educator B'.
- Where there is a discrepancy of 15 % or more between 'Educator A' and 'Educator B' apply the principles and process of Statistical Moderation
- IT IS OF THE UTMOST IMPORTANCE THAT ABOVE PROCESS OCCURS IN SILENCE. NO DISCUSSION IS ALLOWED BETWEEN 'EDUCATOR A' AND 'EDUCATOR B' WHILE MARKING IS IN PROCESS. ONLY BY ARRIVING AUTONOMOUSLY AT THE 'EDUCATOR B' MARK, WILL THE INTEGRITY OF THE MODERATED MARK BE MAINTAINED



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# MODERATION PACKAGE

## Example

1. Procedure
2. Checklist: Verification: Educator File
3. Template: Moderation and Quality Assurance of learner assessment evidence
4. Blooms taxonomy
5. Report



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# Report Back and Discussion

## The Moderation of the SBA:

- **Phase 1** of the **SBA** should be moderated at the beginning of the second term
- **Phase 2** of the **SBA** should be moderated at the beginning of the third term
- **ALL** the **FINAL** Grade 9 **SBA** marks must be submitted to the **district/provincial Creative Arts official** (*subject advisors/facilitators*) **before** the commencement of provincial moderation.



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**THANK YOU**



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