

## SUGGESTED PLANNING of TEACHING and ASSESSMENT

## Grade 8 Creative Arts: Music 2021

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
Concepts, skills and values	<p>           Start every week's class with warm-up and breathing exercises suitable for the instrument or voice.            Develop the ability to sing in tune through a repertoire of songs of social significance.            Music literacy should be explored through the songs and instrumental pieces learners perform and their active listening to music played by others.            Important to refer to basic knowledge, like letter names of notes, note values, clefs, time signatures, key signatures.            All elements of music (dynamic, tempo, texture, rhythm, etc.) should be addressed in each week across the term – whenever working with sheet music, always refer to all these mentioned.         </p>								<b>Formal Practical Assessment Task (FAT): 50 marks</b>  <b>Practical Listening activity with questionnaire based on the sound of the families of instruments. Including assessing music literacy and own appreciation and evaluating performances listened to.</b>	
	<b>Consolidation of music notation:</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>Construction of the major scale: C and G major.</li> </ul>	<b>Consolidation of music notation:</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> Listen to the sound of the families of instruments and describing how the sound is produced: <b>- Membranophone</b>	Listen to the sound of the families of instruments and describe how the sound is produced: <b>- Membranophone</b> (complete last week's work if necessary) <b>- Idiophones</b> Create own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments.	Listen to the sound of the families of instruments and describe how the sound is produced: <b>- Idiophones</b> Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles:  Choral works <ul style="list-style-type: none"> <li>Group instrumental works</li> <li>Solo vocal works</li> <li>Solo instrumental works</li> </ul>	Listen to the sound of the families of instruments and describe how the sound is produced: <b>- Chordophones</b> Accompanying choral works with body percussion or found or self-made instruments or traditional instruments, keyboard or guitar.	Listen to the sound of the families of instruments and describe how the sound is produced: <b>- Chordophones</b> Creating own music in group context by improvising on a rhythmic ostinato on African drums or other traditional instruments.	Listen to the sound of the families of instruments and describe how the sound is produced: <b>- Aerophones</b> Writing four-line lyrics based on a personal or social issue.			
Requisite pre-knowledge	The basic elements and theory of music which 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.	
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments Senior Phase Music Guide for teachers (WCED). <a href="https://bit.ly/2JBzAFj">https://bit.ly/2JBzAFj</a> Lesson Plans: <a href="https://bit.ly/37WLphE">https://bit.ly/37WLphE</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.									
	Workbook: new terminology explored with 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 means 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.	Classroom discussion and critical reflection using Music terminology learnt during past weeks		
SBA (Formal Assessment)									Formal Assessment Task: Listening activity 50 marks	

Term 2 51 days	Week 1 13 – 16 April (4 days)	Week 2 19 – 23 April	Week 3 26 – 30 April (4 days)	Week 4 03 – 07 May	Week 5 10 – 14 May	Week 6 17 – 21 May	Week 7 24 – 28 May	Week 8 31 May – 04 June	Week 9 07 – 11 June	Week 10 14 – 18 June	Week 11 21 – 25 June
CAPS topic	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	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 and Written Assessment
Concepts, skills and values	<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 from the standard repertoire of Western/African/Indian/popular music</p> <p>♫ Music literacy should be explored through the songs and instrumental pieces that learners perform and their active listening to music played by others.</p> <p>♫ Encourage active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music).</p> <p>♫ A variety of <b>musical styles</b> for listening, improvising and performance can be used: choral works, group instrumental works, solo vocal works, solo instrumental works.</p> <p>♫ Important to refer 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.). These should be addressed in all weeks across the term – whenever working with sheet music, always refer to all these mentioned.</p> <p>♫ Repetition of content across terms allows for enriched, extended and creative teaching.</p>										<p><b>GUIDELINES FOR MID-YEAR EXAMINATIONS</b></p> <p>Content is made up of notes, reflections, activities in learners' workbooks (Music Literacy) based on all the practical and theoretical work done during term 1 and 2.</p> <p>NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances. Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.</p> <p><b>Formal Practical Performance: individual and /or groups 50 marks</b></p> <p><b>Formal Written Assessment focussing on music literacy covered during term 1 and 2. 50 marks</b></p> <p><b>Cognitive levels:</b> Lower order: 30% Middle order: 40% Higher order: 30%</p> <p>Equal weighting between practical and written assessment.</p> <p>Recommendation: exam slot on timetable to assess practical and theory examination.</p>
	<ul style="list-style-type: none"> <li><b>Duration:</b> Note values: triplet.</li> <li><b>Time signatures:</b> 2/4; 3/4; 4/4.</li> <li><b>Active listening</b> to identify Meter: duple and triple.</li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch:</b> The construction of the major scale - F major.</li> <li><b>Active listening</b> to identify Meter: duple and triple.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading musical notation:</b> Reading music in the keys of C, G and F major.</li> <li><b>Active listening</b> to identify rhythmic and melodic repetition.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading musical notation:</b> Reading music in 2/4; 3/4; 4/4 time.</li> <li><b>Active listening</b> to identify rhythmic and melodic repetition.</li> </ul>	<ul style="list-style-type: none"> <li><b>Musical terminology:</b></li> <li><b>Dynamics:</b> piano; forte; crescendo; diminuendo.</li> <li><b>Tempo:</b> allegro; andante.</li> <li><b>Active listening</b> to identify dynamics: piano and forte.</li> </ul>	<ul style="list-style-type: none"> <li><b>Active listening</b> to identify contrasts in tempo and texture.</li> <li><b>Active listening</b> to identify the meaning of the lyrics.</li> </ul>	<ul style="list-style-type: none"> <li>Create own music in group context by <b>improvising on a rhythmic ostinato</b> on African drums or other traditional instruments by <b>writing four-line lyrics</b> based on a personal or social issue.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own music in group context by <b>improvising on a rhythmic ostinato</b> on African drums or other traditional instruments by <b>writing four-line lyrics</b> based on a personal or social issue.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own music in group context by <b>improvising on a rhythmic ostinato</b> on African drums or other traditional instruments by <b>writing four-line lyrics</b> based on a personal or social issue.</li> </ul>		
Requisite pre-knowledge	The basic elements and theory of music which were taught in Primary School: clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture).										
Resources to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments. Lesson Plans: <a href="https://bit.ly/39BuXGc">https://bit.ly/39BuXGc</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.										
	Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Workbook: reflection by means of journal on relationship in music	Workbook: reflection by means 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.	Rehearsal, directing by teacher and peers towards polished Music performance.		
SBA (Formal Assessment)											

Term 3 52 days	Week 1 13 – 16 July (4 days)	Week 2 19 – 23 July	Week 3 26 – 30 July	Week 4 02 – 06 Aug	Week 5 10 – 13 Aug (4 days)	Week 6 16 – 20 Aug	Week 7 23 – 27 Aug	Week 8 30 Aug – 03 Sep	Week 9 06 – 10 Sep	Week 10 13 – 17 Sep	Week 11 20 – 23 Sep (4 days)
CAPS topic	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	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
Concepts, skills and values	<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 from the standard repertoire of Western/African/Indian/popular music</p> <p>♫ The music literacy should be explored through the songs and instrumental pieces learners perform and their active listening to music played by others.</p> <p>♫ Encourage active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music).</p> <p>♫ A variety of <b>musical styles</b> for listening, improvising and performance can be used: choral works, group instrumental works, solo vocal works, solo instrumental works.</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>♫ Repetition of content across terms allows for enriched, extended and creative teaching.</p>										Formal Practical Assessment Task (FAT): 50 marks  Practical Listening activity with questionnaire based on the sound of the families of instruments. Including assessing music literacy and own appreciation and evaluating performances listened to.
	<ul style="list-style-type: none"> <li><b>Duration:</b> Note values – triplet</li> <li><b>Time signatures:</b> 2/4; 3/4; 4/4</li> <li><b>Active listening</b> to identify Meter: duple and triple.</li> <li>Listen to recorded or live music and <b>identify the sound of instruments</b> in a variety of works using the following instruments: - <b>Chordophones.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Pitch:</b> The construction of the major scale - F major.</li> <li><b>Active listening</b> to identify Meter: duple and triple.</li> <li>Listen to recorded or live music and <b>identify the sound of instruments</b> in a variety of works using the following instruments: - <b>Idiophones.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading musical notation:</b> Reading music in the keys of C, G and F major</li> <li><b>Active listening</b> to identify Rhythmic and melodic repetition.</li> <li>Listen to recorded or live music and <b>identify the sound of instruments</b> in a variety of works using the following instruments: <b>Membranophones.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Reading musical notation:</b> Reading music in 2/4; 3/4; 4/4 time</li> <li>Listen to recorded or live music and <b>identify the sound of instruments</b> in a variety of works using the following instruments: <b>Aerophones.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Musical terminology:</b> <b>Dynamics:</b> piano; forte; crescendo; diminuendo</li> <li><b>Tempo:</b> allegro; andante</li> <li><b>Active listening</b> to identify <b>dynamics, contrasts in tempo and texture and the meaning of lyrics.</b></li> </ul>	<ul style="list-style-type: none"> <li><b>Active listening</b> to identify <b>Rhythmic and melodic repetition.</b></li> <li>Creating own music in group context by - <b>improvising on a melodic ostinato or riff.</b></li> <li><b>Writing four-line lyrics</b> based on a personal or social issue and adding own melody to it.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own music in group context by - <b>improvising on a melodic ostinato or riff.</b></li> <li><b>Writing four-line lyrics</b> based on a personal or social issue and adding own melody to it.</li> </ul>	<ul style="list-style-type: none"> <li>Composing a one-minute jingle based on a social issue using the voice or available software</li> </ul>			
Requisite pre-knowledge	The basic elements and theory of music which were taught in Primary school: clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture). Lesson Plans: <a href="https://bit.ly/36nNNPa">https://bit.ly/36nNNPa</a>										
Resources to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments										
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.										
	Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished music performance.		
SBA (Formal Assessment)											Formal Assessment Task: Listening activity 50 marks

Term 4 47 days	Week 1 05 – 08 Oct (4 days)	Week 2 11 - 15	Week 3 18 – 22	Week 4 25 - 29	Week 5 01 – 05 Nov	Week 6 08 – 12	Week 7 15 – 19	Week 8 22 – 26	Week 9 29 Nov – 03 Dec	Week 10 06 – 08 Dec (3 days)
CAPS topic	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	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 and Written Assessment
Concepts, skills and values	<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 from the standard repertoire of Western/African/Indian/popular music</p> <p>♫ The music literacy should be explored through the songs and instrumental pieces learners perform and their active listening to music played by others.</p> <p>♫ Encourage active listening to identify the elements and principles of music in a variety of musical styles (Western Classical, African, Indian, popular music).</p> <p>♫ A variety of <b>musical styles</b> for listening, improvising and performance can be used: choral works, group instrumental works, solo vocal works, solo instrumental works.</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>♫ Repetition of content across terms allows for enriched, extended and creative teaching.</p>									<p><b>GUIDELINES FOR MID-YEAR EXAMINATIONS</b></p> <p>Content is made up of notes, reflections, activities in learners’ workbooks (Music Literacy) based on all the practical and theoretical work done during term 3 and 4.</p> <p>NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances. Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette.</p> <p><b>Formal Practical Performance: individual and /or groups 50 marks</b></p> <p><b>Formal Written Assessment focussing on music literacy covered during term 3 and 4. 50 marks</b></p> <p><b>Cognitive levels:</b> Lower order: 30% Middle order: 40% Higher order: 30%</p>
	<ul style="list-style-type: none"> <li><b>Duration:</b> Meter – 2/4; 3/4; 4/4; compound duple 6/8.</li> <li><b>Reading (clapping or playing) music in 2/4; 3/4; 4/4; compound duple 6/8 Pitch.</b></li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of the <b>construction of the major scale:</b> C, G, D and F Major.</li> <li><b>Reading (singing or playing) music</b> in the keys of C, G, D and F Major.</li> </ul>	<ul style="list-style-type: none"> <li>Music terminology: <b>Tempo:</b> moderato, presto, ritardando, a tempo. <b>Articulation:</b> legato, staccato.</li> </ul>	Listen to recorded or live music and write own impression focusing on: <ul style="list-style-type: none"> <li><b>Message of the music (lyrics)</b> Instruments/voices used.</li> <li><b>Tempo</b></li> <li><b>Dynamics</b></li> <li>Placing it in a <b>cultural or social context.</b></li> <li>The performing <b>artist or composer.</b></li> </ul>	Listen to recorded or live music and write own impression focusing on: <ul style="list-style-type: none"> <li><b>Message of the music (lyrics)</b> Instruments/voices used.</li> <li><b>Tempo</b></li> <li><b>Dynamics</b></li> <li>Placing it in a <b>cultural or social context.</b></li> <li>The performing <b>artist or composer.</b></li> </ul>	<ul style="list-style-type: none"> <li>Creating own music in group and solo context by - composing a musical work and adding another art form to it.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own music in group and solo context by - composing a musical work and adding another art form to it.</li> </ul>	<ul style="list-style-type: none"> <li>Creating own music in group and solo context by - composing a musical work and adding another art form to it.</li> </ul>		
Requisite pre-knowledge	The basic elements and theory of music which were taught in Primary School: clefs, letter names of notes, note values, time signatures, key signatures, elements (tempo, dynamics, rhythm, beat, texture)									Equal weighting between practical and written assessment.
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments Lesson Plans: <a href="https://bit.ly/3k7IRS2">https://bit.ly/3k7IRS2</a>									Recommendation: exam slot on timetable to assess practical and theory examination.
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.									
	Workbook: new terminology explored with quizzes, pictures, diagrams, etc.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Workbook: reflection by means of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished music performance.		
SBA (Formal Assessment)										Formal Practical performance: individual and /or groups. Formal Written Question Paper.