



## 2023/24 ANNUAL TEACHING PLANS: MUSIC (JAZZ): GRADE 10 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Staves and note names and clefs <b>Topic 3:</b> Introduction to music: Definition of music and elements of music	<b>Topic 1:</b> Performance <b>Topic 2:</b> Simple time signatures and note values <b>Topic 3:</b> The role of music in various societies: <ul style="list-style-type: none"> <li>African</li> <li>Western</li> <li>Indian</li> </ul>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Sharps and flats and tones and semitones <b>Topic 3:</b> Musical style ( <i>choose two from the listed seven and continue with them in Weeks 4 and 5</i> ): <ul style="list-style-type: none"> <li>Folk</li> <li>Military</li> <li>Rock</li> <li>Jazz</li> <li>WAM</li> <li>Indian music</li> <li>African music</li> </ul>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Scales <b>Topic 3:</b> Continuation of the chosen musical styles	<b>Topic 1:</b> Performance <b>Topic 2:</b> Key signatures <b>Topic 3:</b> Continuation of the chosen musical styles	<b>Topic 1:</b> Performance <b>Topic 2:</b> Intervals <b>Topic 3:</b> Instruments and sound production: <ul style="list-style-type: none"> <li>Chordophones</li> <li>Aerophones</li> <li>Membranophones</li> <li>Idiophones</li> <li>Electrophones</li> </ul>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Compositional techniques <b>Topic 3:</b> Sound production: Instruments of the orchestra: <ul style="list-style-type: none"> <li>Strings</li> <li>Woodwinds</li> <li>Brass</li> <li>Percussion</li> </ul>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Music terminology <b>Topic 3:</b> Sound production: The human voice: <ul style="list-style-type: none"> <li>Soprano</li> <li>Alto</li> <li>Tenor</li> <li>Bass</li> </ul>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Revision and consolidation <b>Topic 3:</b> Form in Music: Introduction: <ul style="list-style-type: none"> <li>Techniques to create form: Repetition, contrast and variation</li> <li>AB – binary form</li> </ul>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Revision and consolidation <b>Topic 3:</b> Form in African Music: <ul style="list-style-type: none"> <li>Call and response</li> <li>Overlapping</li> </ul>	<b>Assessment</b> <ul style="list-style-type: none"> <li>Informal practical test</li> <li>Formal test</li> </ul>
<b>REQUISITE PRE-KNOWLEDGE</b>	Grade 9 music literacy from Creative Arts	Awareness of the role of music in society	<ul style="list-style-type: none"> <li>Basic music literacy</li> <li>Elements of music</li> </ul>	Tones and semitones	Sharps and flats	<ul style="list-style-type: none"> <li>Scales</li> <li>Key signatures</li> <li>Tones and semitones</li> </ul>	Aural awareness of timbre	All Grade 10 music literacy	All Grade 10 music literacy	All Grade 10 music literacy	
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>GMK: Notes</li> <li>Audio examples</li> <li>Music scores</li> <li>Music software</li> <li>Music instruments</li> <li>Worksheets</li> <li>Pictures of instruments</li> <li>Past question papers</li> </ul>										
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<ul style="list-style-type: none"> <li>Music theory worksheet</li> <li>Baseline assessment</li> </ul>	Theory test	GMK worksheet: The roles of music in society	Oral test on musical styles	Theory test: Scales	<ul style="list-style-type: none"> <li>Theory worksheet</li> <li>Oral test on musical styles</li> </ul>	Compositional techniques exercise	Listening test: Instruments	Theory test	Topic 1: test	
<b>SBA (FORMAL ASSESSMENT)</b>	TEST: 50 MARKS (MUSIC LITERACY: 20 MARKS, GMK: 20 MARKS, COMPREHENSION: 10 MARKS)										

2023/24 ANNUAL TEACHING PLANS: MUSIC (JAZZ): GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	
<b>CAPS TOPICS</b>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Revision of Term 1 music literacy <b>Topic 3:</b> Revision: Term 1 GMK	<b>Topic 1:</b> Performance <b>Topic 2:</b> Compound time signatures and ledger lines <b>Topic 3:</b> Form in Music: <ul style="list-style-type: none"> <li>• ABA – ternary</li> <li>• AABA – song form</li> </ul>	Topic 1: Performance Topic 2: Clefs and scales Topic 3: Music styles: <ul style="list-style-type: none"> <li>• Afrikaans music</li> <li>• Boeremusiek</li> <li>• Moppies and Goemas</li> <li>• Indian music</li> <li>• Rock and Pop (Elvis Presley or The Beatles or Jimi Hendrix)</li> </ul> (Select any 2 music styles; study each of them for 2 weeks)	Topic 1: Performance Topic 2: Key signatures Topic 3: Continuation of selected Choice 1 from music styles	Topic 1: Performance Topic 2: Intervals Topic 3: Selected Choice 2 from music styles	Topic 1: Performance Topic 2: Melodic construction Topic 3: Continuation of selected Choice 2 from music styles	<b>Topic 1:</b> Performance <b>Topic 2:</b> Compositional techniques <b>Topic 3:</b> Historic timeline	<b>Topic 1:</b> Performance <b>Topic 2:</b> Music terminology and transcription <b>Topic 3:</b> Introduction to the basic elements of jazz	<b>Topic 1:</b> Performance <b>Topic 2:</b> Revision Term 2 music literacy <b>Topic 3:</b> Exploring the style and sounds of jazz	<b>Assessment</b> Controlled test: <ul style="list-style-type: none"> <li>• Written component = 50 marks</li> <li>• Practical component =50 marks</li> </ul> Total=100 marks		
<b>REQUISITE PRE-KNOWLEDGE</b>	Term 1 music literacy and GMK	Term 1 introduction to form	<ul style="list-style-type: none"> <li>• Music literacy learnt in Term 1</li> <li>• Elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• Scales learnt in Term 1</li> <li>• Elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• Scales</li> <li>• Elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• Notation, time signatures, note values and rhythmic construction</li> <li>• Elements of music</li> </ul>	Rhythmic motives and sequences	<ul style="list-style-type: none"> <li>• Term 1 Music terminology and jargon</li> <li>• Elements of music</li> </ul>	<ul style="list-style-type: none"> <li>• Prepared pieces</li> <li>• All music literacy and GMK covered thus far</li> </ul>			
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• GMK: Notes</li> <li>• Audio examples</li> <li>• Music scores</li> <li>• Music software</li> <li>• Music instruments</li> <li>• Worksheets</li> <li>• Past question papers</li> <li>• Pictures of instruments, artists and bands</li> </ul>											
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	Short class tasks covering some Term 1's knowledge	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> <li>• Comprehension assessment using audio examples</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> <li>• Comprehension assessment using audio examples</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> <li>• Comprehension assessment using audio examples</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> <li>• Comprehension assessment using audio examples</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> <li>• Comprehension assessment using audio examples</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> <li>• Comprehension assessment using audio examples</li> </ul>	<ul style="list-style-type: none"> <li>• Various Music scores for analysis</li> <li>• Short assignment tasks</li> <li>• Comprehension assessment using audio examples</li> </ul>		
<b>SBA (FORMAL ASSESSMENT)</b>	PAT 1: COMPOSITION OR ARRANGEMENT OR IMPROVISATION = 50 MARKS OR PAT 2: CONCERT PERFORMANCE = 50 MARKS (Not part of the term mark, but will reflect at the end of the year) CONTROLLED TEST = 50 MARKS											

## 2023/24 ANNUAL TEACHING PLANS: MUSIC (JAZZ): GRADE 10 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Scales and key signatures <b>Topic 3:</b> Jazz – early blues ( <i>for the suggested works and content, see CAPS: Choose one artist and representative work</i> )	<b>Topic 1:</b> Performance <b>Topic 2:</b> Intervals and transcription <b>Topic 3:</b> Jazz – early blues	<b>Topic 1:</b> Performance <b>Topic 2:</b> Triads <b>Topic 3:</b> Jazz – ragtime ( <i>for the suggested works and content, see CAPS: choose one artist and representative work</i> )	<b>Topic 1:</b> Performance <b>Topic 2:</b> Harmony <b>Topic 3:</b> Jazz – ragtime	<b>Topic 1:</b> Performance <b>Topic 2:</b> Melodic construction <b>Topic 3:</b> Jazz – stride piano ( <i>for the suggested works and content, see CAPS: Choose one artist and representative work</i> )	<b>Topic 1:</b> Performance <b>Topic 2:</b> Compositional techniques <b>Topic 3:</b> Jazz – stride piano	<b>Topic 1:</b> Performance <b>Topic 2:</b> Music terminology and jargon <b>Topic 3:</b> Jazz – South African modern constructs (choose one) <ul style="list-style-type: none"> <li>• Early gospel (1920s)</li> <li>• Marabi</li> </ul> <i>(For the suggested works and content, see CAPS: Choose one artist and representative work)</i>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Revision and consolidation <b>Topic 3:</b> Jazz – South African modern constructs (choose one) <ul style="list-style-type: none"> <li>• Early gospel (1920s)</li> <li>• Marabi</li> </ul>	<b>Topic 1:</b> Concert performance <b>Topic 2:</b> Revision of music literacy covered thus far <b>Topic 3:</b> All GMK covered thus far	<b>Assessment</b> Informal practical test Formal test	
<b>REQUISITE PRE-KNOWLEDGE</b>		Ledger lines	Scales learnt in Terms 1 and 2	Treble and bass clefs	Intervals	Scales and rhythms	Previously learnt compositional techniques	All previous music terminology	All knowledge and skills from Term 1, 2 and 3		
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>• GMK: Notes</li> <li>• Audio examples</li> <li>• Music scores</li> <li>• Music software</li> <li>• Music instruments</li> <li>• Worksheets</li> <li>• Past question papers</li> <li>• Pictures of instruments, artists and bands</li> <li>• Listening devices</li> </ul>										
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	Term 1 theory	Term 1 theory	Understanding what music expression is	Understanding what music expression is	Understanding what music expression is	Understanding what music expression is	All Grade 10 music literacy	All Grade 10 music literacy	Listening test		
<b>SBA (FORMAL ASSESSMENT)</b>	PAT 1: COMPOSITION OR ARRANGEMENT OR IMPROVISATION = 50 MARKS <b>OR</b> PAT 2: CONCERT PERFORMANCE = 50 MARKS: (Not part of the term mark; but will reflect at the end of the year) TESTS: 100 MARKS (MUSIC LITERACY: 40 MARKS, GMK: 40 MARKS, COMPREHENSION: 20 MARKS)										

**2023/24 ANNUAL TEACHING PLANS: MUSIC (JAZZ): GRADE 10 (TERM 4)**

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10																																
<b>CAPS TOPICS</b>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Note values and rhythmic patterns <b>Topic 3:</b> Early jazz: <ul style="list-style-type: none"> <li>New Orleans</li> <li>Chicago</li> </ul> <i>(For the suggested works and content, see CAPS: Choose one artist and representative work)</i>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Note names, scales and key signatures <b>Topic 3:</b> Early jazz: <ul style="list-style-type: none"> <li>New Orleans</li> <li>Chicago</li> </ul>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Intervals, transcription and triads <b>Topic 3:</b> Swing <i>(For the suggested works and content, see CAPS: Choose one artist and representative work)</i>	<b>Topic 1:</b> Performance <b>Topic 2:</b> Harmony and melodic construction <b>Topic 3:</b> Swing	<b>Topic 1:</b> Performance and subgenres and terminology <b>Topic 2:</b> Revision and consolidation <b>Topic 3:</b> Revision and consolidation	<b>Topic 1:</b> Performance <b>Topic 2:</b> Revision and consolidation <b>Topic 3:</b> Revision and consolidation	<b>FINAL NSC EXAMINATIONS</b> <table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="2">PAPER 1</th> <th colspan="2">PAPER 2</th> </tr> </thead> <tbody> <tr> <td colspan="2">Marks: 120</td> <td colspan="2">Marks: 30</td> </tr> <tr> <td colspan="2">Time: 3 hours</td> <td colspan="2">Time: 1½ hours</td> </tr> <tr> <td colspan="2">Music literacy: 60 marks</td> <td colspan="2">Aural recognition: 10 marks</td> </tr> <tr> <td colspan="2">General music knowledge: 60 marks</td> <td colspan="2">Western art music: 12 marks</td> </tr> <tr> <td colspan="2"></td> <td colspan="2">Form: 8 marks</td> </tr> <tr> <th colspan="4">PAPER 3</th> </tr> <tr> <td colspan="4">Practical examination: 150 marks</td> </tr> </tbody> </table>				PAPER 1		PAPER 2		Marks: 120		Marks: 30		Time: 3 hours		Time: 1½ hours		Music literacy: 60 marks		Aural recognition: 10 marks		General music knowledge: 60 marks		Western art music: 12 marks				Form: 8 marks		PAPER 3				Practical examination: 150 marks			
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<b>REQUISITE PRE-KNOWLEDGE</b>	<ul style="list-style-type: none"> <li>Music Theory from Term 1, 2 and 3</li> <li>Elements of IAM</li> </ul>	<ul style="list-style-type: none"> <li>Music Theory from Term 1, 2 and 3</li> <li>Elements of IAM</li> </ul>	<ul style="list-style-type: none"> <li>All keys, scales, notation, clefs and note names from Grade</li> <li>Elements of IAM</li> </ul>	<ul style="list-style-type: none"> <li>All melody writing knowledge and skills from the previous terms of Grade 10</li> <li>Elements of IAM</li> </ul>	<ul style="list-style-type: none"> <li>All melody writing knowledge and skills from the previous terms of Grade 10</li> <li>Elements of IAM</li> </ul>	<ul style="list-style-type: none"> <li>All melody writing knowledge and skills from the previous terms of Grade 10</li> <li>Elements of IAM</li> </ul>																																				
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	All knowledge and skills from Term 1, 2 and 3	All knowledge and skills from Term 1, 2 and 3	All knowledge and skills from Term 1, 2 and 3	All knowledge and skills from Term 1, 2 and 3	All knowledge and skills from Term 1, 2 and 3	All knowledge and skills from Term 1, 2 and 3																																				
<b>INFORMAL ASSESSMENT REMEDIATION</b>	<ul style="list-style-type: none"> <li>All audio excerpts</li> <li>Past Grade 10 question papers</li> </ul>	<ul style="list-style-type: none"> <li>All audio excerpts</li> <li>Past Grade 10 question papers</li> </ul>	<ul style="list-style-type: none"> <li>All audio excerpts</li> <li>Past Grade 10 question papers</li> </ul>	<ul style="list-style-type: none"> <li>All audio excerpts</li> <li>Past Grade 10 question papers</li> </ul>	Past Grade 10 question papers	Past Grade 10 question papers																																				
<b>SBA (FORMAL ASSESSMENT)</b>	NA	NA	NA	NA	NA	NA																																				

**REQUIREMENTS: TOPIC 1: PERFORMANCE**

The minimum requirements for each term are as follows:

- One full piece per term (three pieces and a study)
- 25% of the technical work or second study
- Development of sight-reading skills
- Development of aural skills