

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 7 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
CAPS TOPICS	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"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks A quiz, online game/competition Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson Worksheets 	<p>Consolidation and introductory activities to prepare for creative work in term 1:</p> <p>Visual literacy:</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli like photographs and real objects to identify and name contrast, balance, and emphasis in compositions. <p>Create in 2D & 3D, simple paper construction:</p> <ul style="list-style-type: none"> Drawing and/or colour media: Exploring a variety of media and techniques Art elements: Line, tone, mark-making, and texture used in own lettering and/or pattern-making, drawing, cutting and sticking shapes in series Design principles: Balance, contrast, emphasis 	<p>Drawing and painting: Exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Line, tone, texture, mark-making Art elements: Line, tone, texture, shape Observational projects (small objects and still life arrangements) Variation of paper size and format <p style="text-align: center;">Two-week process towards 2D Visual Art product</p>	<ul style="list-style-type: none"> Art elements: Description of artworks – shape, line, tone, texture, colour Personal expression and interpretation of local craft Similarities and differences, respect and understanding of self and community, the arts as heritage, crafts 	<p>Drawing and painting: Exploring a variety of media and techniques</p> <ul style="list-style-type: none"> Art elements: Line, tone, texture, mark-making Design principles: Balance, contrast, emphasis Observational projects (small objects and still life arrangements) Variation of paper size and format <p style="text-align: center;">Two-week process towards 2D Visual Art product</p>	<ul style="list-style-type: none"> Art elements: Description of artworks – shape, line, tone, texture, colour Design principles: Description of artworks – balance, proportion, emphasis, and contrast Personal expression and interpretation of local craft Similarities and differences, respect and understanding of self and community, the arts as heritage, crafts 	<p>Creating and constructing artwork based on local craft: Exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, monochromatic colour. Design principles: Proportion, emphasis, contrast Good craftsmanship: Pasting, wrapping, tying, constructing, joining Concern for the environment: Use of recyclable materials Sharing resources <p style="text-align: center;">Two-week process towards 3D Visual Art product</p>	<ul style="list-style-type: none"> Art elements: Use in description of artworks – shape, line, tone, texture, colour – monochromatic colour Design principles: Use in description of artworks – balance, proportion, emphasis, contrast Good craftsmanship: Pasting, wrapping, tying, constructing, joining Concern for the environment: Use of recyclable materials Sharing resources Emphasis on learners' personal expression and interpretation of local craft Similarities and differences, respect and understanding of self and community, the arts as heritage, crafts <p style="text-align: center;">Two-week process towards 3D Visual Art product</p>	<p>Creating and constructing artwork based on local craft: Exploring a variety of media and construction techniques</p> <ul style="list-style-type: none"> Art elements: Shape/form, texture Design principles: Balance, proportion, emphasis, contrast Modelling techniques: Pinching, rolling, joining techniques, surface texture 	<ul style="list-style-type: none"> Art elements: Description of artworks (shape, line, tone, texture, colour) Design principles description of artworks: Proportion, harmony, rhythm, emphasis, contrast Personal expression and interpretation 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 Create in 3D: Earthenware (or any other 3D-making materials available): Figures, e.g. groups of musicians
<p>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</p> <p>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									

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<ul style="list-style-type: none"> 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.							
	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. Resource materials: https://bit.ly/35xAYBe Lesson plans: https://bit.ly/37WlphE									
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: 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)	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 & 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 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).				
	DEPENDING ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS THE 2D OR 3D WORK.									

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 7 (TERM 2)

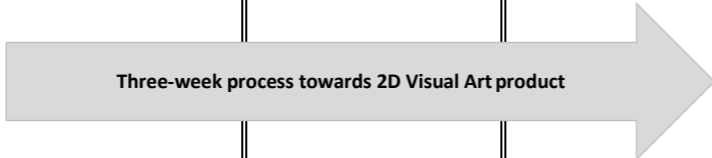
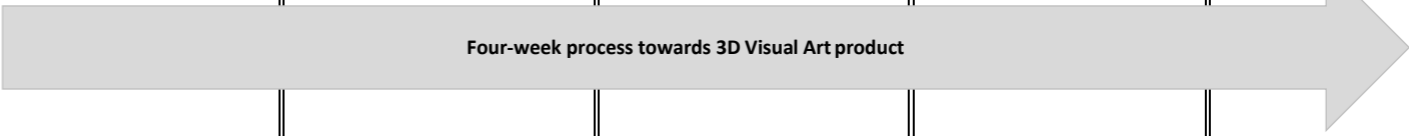
TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11		
CAPS TOPICS	Visual literacy Create in 2D & 3D (Reflection & recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Practical and written tests	Practical and written tests
CONCEPTS, SKILLS, AND VALUES	<p>Do reflection & recap of previous term's concepts/skills: Including any of the following activities:</p> <ul style="list-style-type: none"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks A quiz/ online quiz, etc. Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson Worksheets 	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis <p>Simple etching techniques: Etching, drawing, scratching</p> <p>The focus should be more on drawing and not on etching and scratching as not all schools have the resources.</p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: local interpretation</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture Design principles: Contrast, proportion, emphasis <p>Simple etching techniques: Etching, drawing, scratching</p> <p>The focus should be more on drawing and not on etching and scratching as not all schools have the resources.</p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, complementary colour Design principles: Contrast, proportion, emphasis <p>Painting: Colour-mixing: Tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint</p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, complementary colour (cont.) Design principles: Contrast, proportion, emphasis (cont.) <p>Painting: Colour-mixing: tonal range, shades, and tints.</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint</p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, complementary colour (cont.) Design principles: Contrast, proportion, emphasis (cont.) <p>Painting: Colour-mixing: tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint</p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, complementary colour (cont.) Design principles: Contrast, proportion, emphasis (cont.) <p>Painting: Colour-mixing: tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint</p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Art elements: Consolidate the elements used Design principles: Unity <p>Painting: Colour-mixing: Tonal range, shades, and tints</p> <p>The focus should be more on colour-mixing using any media as not all schools have paint</p>	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Finalise artwork for formal assessment 	<p>Create in 2D, e.g. (but not limited to) still life artwork: Local interpretation</p> <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment <p>Practical test: Individual 2D artwork: e.g. still life 25 marks</p> <p>Written test:</p> <ul style="list-style-type: none"> Terminology Art elements Design principles Symbolic language in art Local crafter/artist/artwork/style Reflection <p>25 marks</p> <p>Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%</p>		
REQUISITE PRE-KNOWLEDGE	<p>Basic understanding and ability to use art elements and principles in 2D work</p> <p>The examples in this template should be adapted to suit individual school contexts</p> <p>While the core content is compulsory, the themes relevant to the learners may be selected</p>											
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks</p> <p>Self-reflection in workbooks</p>	<p>Photographs in resource books and/or real examples of local craft (e.g. African masks)</p> <p>Pencil, charcoal, wax crayons, colour inks</p>	<p>Tempera paint in limited colour range, white and black</p> <p>A2 paper</p>	<p>Visual stimuli and artefacts, libraries, media sources, internet, e.g. local crafters</p> <p>Tempera paint in limited colour range and white and black</p> <p>A2 paper</p>								
	<p>Open, adequate classroom space, running water, flat surfaced tables, art material as required for assessment tasks, CD player, interactive whiteboard/data projector & laptop</p> <p>Pictures, photographs, stories, poems, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.</p> <p>Lesson plans: https://bit.ly/39xn2Ka</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>											
	Workbook: Self-reflection worksheet	Workbook: Terminology-worksheet with visual images	Workbook: Description of artworks using appropriate terminology	Workbook: Rough sketches, exploring art elements and principles	Workbook: Research, worksheets on local craft Teacher observation and guidance towards completing final artwork Workbook: Art terminology and vocabulary							
SBA (FORMAL ASSESSMENT)	<p>Practical assessment: 2D artwork 25 marks</p> <p>Written assessment: Written test 25 marks</p> <p>Equal weighting between practical and theory test</p>											

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 7 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11			
CAPS TOPICS	Visual literacy Create in 2D & 3D (Reflection & recap)	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy		
CONCEPTS, SKILLS, AND VALUES	<p>Do reflection & recap of previous term's concepts/ skills: Including any of the following activities:</p> <ul style="list-style-type: none"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks A quiz, etc. Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson Worksheets 	<p>Create in 3D: E.g. buildings or craftwork (or similar themes)</p> <ul style="list-style-type: none"> Art elements: shape, line, tone, texture, shape, colour Design principles: Proportion, emphasis, contrast (construction and modelling techniques) Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials 	<p>Create in 3D: E.g. buildings or craftwork (or similar themes)</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, shape, colour Design principles: Proportion, emphasis, contrast (construction and modelling techniques) Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials 	<p>Create in 3D: E.g. buildings or craftwork (or similar themes)</p> <ul style="list-style-type: none"> Art elements: shape, line, tone, texture, shape, colour. Design principles: proportion, emphasis, contrast (construction and modelling techniques). Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Patternmaking as surface decoration; repeat pattern. 	<p>Create in 3D: E.g. buildings or craftwork (or similar themes)</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, shape, colour Design principles: Proportion, emphasis, contrast (construction and modelling techniques) Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials Patternmaking as surface decoration, repeat pattern 	<p>Create in 3D: E.g. buildings or craftwork (or similar themes)</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, shape, colour Design principles: Proportion, emphasis, contrast (construction and modelling techniques) Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials Patternmaking as surface decoration, repeat pattern 	<p>Create in 2D, e.g. paper-cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none"> Art elements: Shape, geometric and organic, line, tone, texture (colour to include monochromatic) Design principles: Balance, contrast, harmony, proportion Patternmaking: in collages, designs (exploration of various repeat methods) 	<p>Create in 2D, e.g. paper-cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none"> Art elements: Shape, geometric and organic, line, tone, texture (colour to include monochromatic) Design principles: Balance, contrast, harmony, proportion Patternmaking: in collages, designs (exploration of various repeat methods) 	<p>Create in 2D, e.g. paper-cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none"> Art elements: Shape, geometric and organic, line, tone, texture (colour to include monochromatic) Design principles: Balance, contrast, harmony, proportion Patternmaking: in collages, designs (exploration of various repeat methods) 	<p>Create in 2D, e.g. paper-cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment 		
	<p>3D: Craftsmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</p>		<p>2D: Emphasis on the interpretation of buildings in papercut collage – cutting, layering, pasting, monochromatic colour. Variation of paper size and format: different scale and degrees of detail.</p>		<p>Five-week process towards 3D Visual Art product</p>					<p>Five-week process towards 2D Visual Art product</p>		
<p>Visual literacy: The role of the artist in society: Role of artist as contributor to society Art elements and design principles: Use in the description of artworks (e.g. buildings / craftwork) Emphasis on learners' personal expression and interpretation of architecture/craftwork Social development: Similarities and differences, respect and understanding of self and community The arts as heritage Values development: Respect for the opinions of others, investigate and understand the contribution of the arts to heritage, Communication skills: Express, identify/name, question and reflect: Looking, talking, listening, and writing about buildings/craftwork</p>												
REQUISITE PRE-KNOWLEDGE	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work The examples in this template should be adapted to suit individual school contexts While the core content is compulsory, the themes relevant to the learners may be selected</p>											
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks Self-reflection in workbooks	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc	Visual stimuli, artefacts, e.g. craft: useful containers	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Visual stimuli, artefacts, e.g. craft: Useful containers	Recyclable materials, fabric off-cuts, beads, coloured cottons, ribbons, braids, etc.	Recyclable papers in a limited range of colours from found sources White paper in unusual format: circle, thin rectangle, etc. Glue, cardboard strips for applying glue, scissors Photographs in resource books (e.g. buildings / craftwork)					
	<p>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. Lesson plans: https://bit.ly/36nNNPa</p>											

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9-11
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: Self-reflection worksheet	Workbook: Visual exploration of art elements, design principles	Teacher observation, guidance in constructing 3D-artwork	Workbook: Express, identify / name, question and reflect – buildings/ craftwork	Workbook: Worksheet Artist as contributor to society	Workbook: Worksheet Artist as contributor to society	Workbook: Exploratory drawings: Art elements, design principles	Workbook: Drawings: Art elements, design principles	Teacher observation, guidance in creating 2D artwork
SBA (FORMAL ASSESSMENT)	Practical assessment: 3D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to create in 3D; 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)					Practical assessment: 2D Artwork 25 marks assessed with a rubric (The focus of the assessment task is to create in 2D; 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)			
	DEPENDING ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS THE 2D OR 3D WORK.								

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (VISUAL ARTS): GRADE 7 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10		
CAPS TOPICS	Visual literacy Create in 2D & 3D (Reflection & recap)	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Create in 3D Visual literacy	Practical and written exams	Practical and written exams		
CONCEPTS, SKILLS, AND VALUES	<p>Do reflection & recap of previous term's concepts/ skills: including any of the following activities:</p> <ul style="list-style-type: none"> Practical art activities (exercises) exploring different art elements and design principles Classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age-appropriate artworks A quiz, etc. Create a 2D/3D artwork focusing on drawing and/or colour media, and design principles – in one lesson worksheets 	<p>Create in 2D Drawing: Life drawing on large scale in line only, e.g. model draped in shawl/sheet/ blanket or a model in motion</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, shape, colour Design principles: Contrast, proportion, balance, emphasis, direction 	<p>Create in 2D Drawing: Life drawing on large scale in line only, e.g. model draped in shawl/sheet/ blanket or a model in motion</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, shape, colour Design principles: Contrast, proportion, balance, emphasis, direction 	<p>Create in 2D Drawing: Life drawing on large scale in line only, e.g. model draped in shawl / sheet / blanket or a model in motion</p> <ul style="list-style-type: none"> Art elements: Shape, line, tone, texture, shape, colour Design Principles: Contrast, proportion, balance, emphasis, direction. 	<p>Create in 3D: Metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done in previous weeks</p> <ul style="list-style-type: none"> Design: Experiment with art elements and design principles Spatial awareness: Work with shapes in the construction process Craft skills: Good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) Concern for the environment: Use of recyclable materials 	<p>Create in 3D: Metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done previously</p> <ul style="list-style-type: none"> Design: Experiment with art elements and design principles Spatial awareness: Work with shapes in the construction process Craft skills: Good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) Concern for the environment: Use of recyclable materials 	<p>Create in 3D: Metamorphosis of a common recyclable object, e.g. to create a Marquette of the figure drawing done previously</p> <ul style="list-style-type: none"> Design: Experiment with art elements and design principles. Spatial awareness: Work with shapes in the construction process Craft skills: Good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) Concern for the environment: Use of recyclable materials 	<p>Create in 2D, e.g. paper-cut collage of buildings as heritage or other identifiable real objects</p> <ul style="list-style-type: none"> Continue as in previous weeks and finalise artwork for formal assessment Design: Experiment with art elements and design principles Spatial awareness: Work with shapes in the construction process Craft skills: Good craftsmanship, unfamiliar and familiar techniques (pasting, cutting, modelling, wrapping, tying, stitching, joining, scoring and other) Concern for the environment: Use of recyclable materials 	<p>Create in 3D, e.g. still-life artwork: local Interpretation (but not limited to)</p> <ul style="list-style-type: none"> Complete and exhibit artwork for formative assessment <p>Practical exam: Individual 2D artwork: E.g. life drawing 3D artwork: E.g. metamorphosis of a common recyclable object 25 marks</p>	<p>Written test:</p> <ul style="list-style-type: none"> Terminology Art elements Design principles Symbolic language in art Role of the artist in society Visual literacy Reflection <p>25 marks Cognitive levels: Lower order: 30% Middle order: 40% Higher order: 30%</p>		
												
<p>2D: Emphasis on the interpretation of observational projects – the human figure stationary / in motion. Variation of paper size and format: different scale and degrees of detail. 3D: Craftmanship – pasting, cutting, wrapping, tying, stitching using a variety of materials. Use of tools – safety, consideration of others, sharing resources.</p>												
REQUISITE PRE-KNOWLEDGE	<p>Basic understanding and ability to use art elements and principles in 2D and 3D work The examples in this template should be adapted to suit individual school contexts While the core content is compulsory, the themes relevant to the learners may be selected</p>											
RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING	<p>Visual stimuli for drawing, pencil, charcoal, wax crayons, colour inks Self-reflection in workbooks</p>	<p>Materials: Charcoal Large sheets of paper (A3 -A1) 2B/3B pencils, pencil crayons</p>			<p>Materials: Common recyclable objects, appropriate recyclable materials Appropriate adhesive materials Mixed media</p>							
<p>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. Lesson plans: https://bit.ly/3k7IRS2</p>												

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
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: 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: Worksheet to incrementally explore art elements and design principles, rough sketches	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: Self-reflection worksheet
SBA (FORMAL ASSESSMENT)	Practical assessment: 2D artwork, 25 marks assessed with a rubric (The focus of the assessment task is to create in 2D; therefore, the final product should include art elements and design principles on a small-scale. Enough to serve as revision and consolidation of the skills/concepts/content covered in class)						Practical assessment: 3D artwork 25 marks assessed with a rubric (The focus of the assessment task is to create in 3D; 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)			
	DEPENDING ON THE CONTEXT OF THE SCHOOL (AVAILABLE MATERIALS AND SPACE) TEACHERS CAN SELECT TO EITHER TEACH AND FORMALLY ASSESS THE 2D OR 3D WORK									