

## 2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 8 (TERM 1)

TERM 1	WEEK 1	WEEK 2-3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	<b>Baseline assessment</b>	<b>Music literacy</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music</b>	<b>Music literacy</b> <b>Music listening</b> <b>Performing and creating music</b>	<b>Formal practical assessment</b>	<b>Formal practical assessment</b>
<b>CONCEPTS, SKILLS AND VALUES</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> <li>Listen to the sound of the families of instruments and describing how the sound is produced:               <ul style="list-style-type: none"> <li>Membranophones- Idiophones</li> <li>Chordophones</li> <li>Aerophones</li> </ul> </li> </ul>	Listen to the sound of the families of instruments and describe how the sound is produced: <ul style="list-style-type: none"> <li><b>Membranophone</b> (complete last week's work if necessary)</li> <li><b>Idiophones</b></li> </ul> 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: <ul style="list-style-type: none"> <li><b>Idiophones</b></li> </ul> Group or solo performances from the standard repertoire of Western/African/Indian/popular musical styles: <ul style="list-style-type: none"> <li>Choral works</li> <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: <ul style="list-style-type: none"> <li><b>Chordophones</b></li> </ul> 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: <ul style="list-style-type: none"> <li><b>Chordophones</b></li> </ul> 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: <ul style="list-style-type: none"> <li><b>Aerophones</b></li> </ul> Writing four-line lyrics based on a personal or social issue	<b>Formal practical assessment task (FAT): 25 marks</b> <b>Practical listening activity</b> with questionnaire based on the sound of the families of instruments, including assessing music literacy and own appreciation, and evaluating performances listened to		
<b>REQUISITE PRE-KNOWLEDGE</b>	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	
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	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>									
<b>INFORMAL ASSESSMENT; REMEDIATION</b>	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: 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		
<b>SBA (FORMAL ASSESSMENT)</b>									<b>Formal assessment task: Listening activity 25 marks</b>	

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 8 (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
<b>CAPS TOPIC</b>	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
<b>CONCEPTS, SKILLS AND VALUES</b>	<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 <b>by writing four-line lyrics</b> based on a personal or social issue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue from previous week</b></li> <li>• Creating own music in group context by <b>improvising on a rhythmic ostinato</b> on African drums or other traditional instruments <b>by writing four-line lyrics</b> based on a personal or social issue</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Continue from previous week</b></li> <li>• Creating own music in group context by <b>improvising on a rhythmic ostinato</b> on African drums or other traditional instruments <b>by writing four-line lyrics</b> based on a personal or social issue</li> </ul>	<p><b>GUIDELINES FOR MID-YEAR TESTS</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.</p> <p>Appreciation for polished performance and skills acquired.</p> <p>Rehearsal towards polished performance during past 8 weeks.</p> <p>Performance skills, audience behaviour, theatre etiquette.</p> <p><b>Formal practical performance:</b></p> <p><b>Individual and/or groups</b></p> <p><b>25 marks</b></p> <p><b>Formal written assessment focussing on music literacy covered during term 1 and 2.</b></p> <p><b>25 marks</b></p> <p><b>Cognitive levels:</b></p> <p><b>Lower order: 30%</b></p> <p><b>Middle order: 40%</b></p> <p><b>Higher order: 30%</b></p> <p><b>Equal weighting between practical and written assessment</b></p> <p><b>Recommendation: Test slot on timetable to assess practical and theory test</b></p>
<b>REQUISITE PRE-KNOWLEDGE</b>	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)									
<b>RESOURCES TO ENHANCE LEARNING</b>	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>									
<b>INFORMAL ASSESSMENT; REMEDIATION</b>	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: 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	
<b>SBA (FORMAL ASSESSMENT)</b>										

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 8 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10-11
<b>CAPS TOPIC</b>	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
<b>CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>• <b>Duration:</b> Note values –triple</li> <li>• <b>Time signatures:</b> 2/4; 3/4; 4/4</li> <li>• <b>Active listening</b> to identify meter: duple, triple and quadruple times</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>• 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>• <b>Active listening</b> to identify meter: duple, triple and quadruple times</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>	<b>Formal practical assessment task (FAT):</b> <b>25 marks</b> <b>Practical listening activity with questionnaire based on the sound of the families of instruments</b> <b>Including assessing music literacy and own appreciation and evaluating performances listened to</b>	
<b>REQUISITE PRE-KNOWLEDGE</b>	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>									
<b>RESOURCES TO ENHANCE LEARNING</b>	Musical instruments, textbooks, songbooks, file resource with or without CD with music and/or accompaniments									
<b>INFORMAL ASSESSMENT; REMEDIATION</b>	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: 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		
<b>SBA (FORMAL ASSESSMENT)</b>										<b>Formal assessment task: Listening activity 25 marks</b>

2023/24 ANNUAL TEACHING PLANS: CREATIVE ARTS (MUSIC): GRADE 8 (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 TOPIC</b>	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	
<b>CONCEPTS, SKILLS AND VALUES</b>	<ul style="list-style-type: none"> <li>Duration: Meter – 2/4; 3/4; 4/4; compound duple 6/8</li> <li>Reading (clapping or playing) music in 2/4; 3/4; 4/4; compound duple 6/8 pitch</li> </ul>	<ul style="list-style-type: none"> <li>Consolidation of the construction of the major scale: C, G, D and F major</li> <li>Reading (singing or playing) music in the keys of C, G, D and F major</li> </ul>	<ul style="list-style-type: none"> <li>Music terminology: Tempo: moderato, presto, ritardando, a tempo</li> <li>Articulation: legato, staccato</li> </ul>	Listen to recorded or live music and write own impression focusing on: <b>Message of the music (lyrics)</b> Instruments/voices used <ul style="list-style-type: none"> <li>Tempo</li> <li>Dynamics</li> <li>Placing it in a cultural or social context</li> <li>The performing artist or composer</li> </ul>	Listen to recorded or live music and write own impression focusing on: <b>Message of the music (lyrics)</b> Instruments/voices used <ul style="list-style-type: none"> <li>Tempo</li> <li>Dynamics</li> <li>Placing it in a cultural or social context</li> <li>The performing artist or composer</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>	<b>GUIDELINES FOR END-OF-YEAR EXAM</b> 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 NB: Classroom discussion and critical reflection using music terminology, sharing ideas on individual and group performances Appreciation for polished performance and skills acquired Rehearsal towards polished performance during past 8 weeks Performance skills, audience behaviour, theatre etiquette <b>Formal practical performance: individual and/or groups</b> 25 marks <b>Formal written assessment focussing on music literacy covered during term 3 and 4</b> 25 marks <b>Cognitive levels:</b> Lower order: 30% Middle order: 40% Higher order: 30% Equal weighting between practical and written assessment Recommendation: Exam slot on timetable to assess practical and theory test	
<b>REQUISITE PRE-KNOWLEDGE</b>	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)									
<b>RESOURCES (OTHER THAN TEXTBOOK) TO ENHANCE LEARNING</b>	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>									
<b>INFORMAL ASSESSMENT; REMEDIATION</b>	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
	Workbook: 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		
<b>SBA (FORMAL ASSESSMENT)</b>									Formal practical performance: Individual and/or groups Formal written question paper: Examination	