



Term 1 45 days	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>Resources</b> (other than textbook) to <b>enhance learning</b>	<ul style="list-style-type: none"> <li>Textbook, books on care and respect for body and conflict situations</li> <li>Newspaper articles and posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19,</li> <li>Textbooks and resources on movement participation that promote locomote, rotate, elevate and balance using parts of the body with control.</li> </ul>									
<b>Informal Assessment</b>	Homework/ worksheets/Classwork									
<b>SBA (Formal Assessment)</b>	Written task =30 Physical Education=30									

**2021 ANNUAL TEACHING PLAN – TERM 2: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION**

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11				
<b>CAPS Topic</b>	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Social responsibility	Social responsibility		<b>FORMAL ASSESSMENT</b>				
<b>Core Concepts, Skills and Values</b>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li><b>Emotions</b></li> <li>Understanding a range of emotions: love, happiness, grief, fear and jealousy (<i>fear, grief of death, confined losing loved ones due to covid-19</i>)</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about how people express different emotions</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues.</b></p> <ul style="list-style-type: none"> <li>Understanding own emotions: appropriate ways to express own emotions.</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about how people express different emotions</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li>How to understand and consider others emotions.</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about how People express different emotions</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li><b>Personal experience of working in a group: at school and home.</b></li> <li>School: as member of a class, in a school or small group project or activity</li> <li>Weekly reading by learners: reading for enjoyment.</li> <li>Reading about ways to succeed in working in a group</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li>Home: as member of a family, working and getting along with siblings</li> <li>Weekly reading by learners: reading for enjoyment.</li> <li>Reading about ways to succeed in working in a group</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li>Benefits of working in a group</li> <li>Challenges of working in a group</li> <li>Useful responses to challenges of working in a group.</li> <li>Weekly reading by learners: reading for enjoyment.</li> <li>Reading about ways to succeed in working in a group</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li><b>Bullying: how to protect self from acts of bullying</b></li> <li>Examples of acts of bullying.</li> <li>Weekly reading by learners: reading for enjoyment.</li> <li>Reading about appropriate responses to bullying.</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li>Appropriate responses to bullying: where to find help.</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about appropriate responses to bullying</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li><b>Children’s rights and responsibilities: name, health, safety, education, shelter, food and environment</b></li> <li>Weekly reading by learners: reading for enjoyment.</li> <li>Reading about children’s rights and responsibilities</li> </ul>	<p><b>Basic hygiene principles and COVID-19 issues</b></p> <ul style="list-style-type: none"> <li>children’s rights as stipulated in the South African Constitution Children’s</li> <li>Responsibilities in relation to their rights. (<i>protecting oneself others from infection</i>)</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about children’s rights and responsibilities</li> </ul>	<p><b>Learners will be assessed on Term 1 and 2’s work</b></p> <p>Outline for Test</p> <table border="1" style="width: 100%;"> <thead> <tr> <th>Section A: 15 marks</th> <th>Section B: 15 marks</th> </tr> </thead> <tbody> <tr> <td>                     All questions are compulsory.                     <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>All questions are compulsory.</li> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>Learners will solve problems, make decisions and give advice. 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Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
Physical Education	<p><b>PRIOR KNOWLEDGE: GRADE 3 TERM 2</b></p> <p><b>Co-ordination:</b></p> <ul style="list-style-type: none"> <li>- <b>Station 1:</b> Basketball- dribble a ball zigzag through markers</li> <li>- <b>Station 2:</b> Hockey - dribble a ball through obstacles</li> <li>- <b>Station 3:</b> Netball - pass while running</li> <li>- <b>Station 4:</b> Rugby - running and passing the ball in a backline action</li> <li>- <b>Station 5:</b> Soccer - dribble a ball through markers</li> </ul>	Participation in a variety of modified invasion games  Safety issues during games	Participation in a variety of modified invasion games  Safety issues during games	Movement performance in a variety of modified invasion games	Movement performance in a variety of modified invasion games	Participation in a variety of modified invasion games	Participation in a variety of modified invasion games	Participation in a variety of modified invasion games	Participation in a variety of modified invasion games	Participation in a variety of modified invasion games	
	Requisite Pre-Knowledge	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Development of the self	Social responsibility	Social responsibility	
Resources (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>• Textbook, newspaper articles, posters, books on emotion</li> <li>• Textbook, posters, pictures from magazines, on Constitution of SA, Children’s Act, newspaper articles, books about children’s rights and responsibilities</li> <li>• News articles and Posters on COVID-19,</li> <li>• DBE and Department of Health support material and posters on COVID-19,</li> </ul>										
Informal Assessment	Homework/ worksheets/Classwork										
SBA (Formal Assessment)	<p><b>TEST= 30</b> <b>Physical Education =30</b></p>										

ANNUAL TEACHING PLAN – TERM 3: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS Topic	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Health and environmental responsibility	Health and environmental responsibility	FOMAL ASSESSMENT
Core Concepts, Skills and Values	<p>Basic hygiene principles and COVID-19 protocol</p> <p><b>PRIOR KNOWLEDGE: GRADE 3 :TERM 2-</b></p> <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>- Food groups</li> <li>- Vitamins, Fruits and vegetable</li> <li>- Carbohydrates ;bread, maize,mealie meal</li> <li>- Protein; eggs, beans, Meat t,nuts</li> <li>- Dairy: ;milk ,cheese, yoghurt</li> <li>- A balanced diet</li> <li>- Weekly reading: reading for enjoyment</li> <li>- Reading about food groups.</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>• <b>Cultures and moral lessons:</b></li> <li>- Cultural groups in South Africa.(<i>cultural food with nutritional value and boost immune system</i>)</li> <li>• Weekly reading by learners: reading for enjoyment</li> <li>- Reading about moral lessons found in narratives of different cultures</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>- Menus from different cultures in South Africa.</li> <li>• Weekly reading by learners: reading for enjoyment.</li> <li>• Reading about moral lessons found in narratives of different cultures</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>- Moral lessons selected from the narratives of cultural groups in South Africa.</li> <li>- Weekly reading by learners: reading for enjoyment</li> <li>- Reading about moral lessons found in narratives of different cultures.</li> </ul>	<p>Basic hygiene principles and COVID-19 protocol</p> <ul style="list-style-type: none"> <li>• <b>Knowledge of major religions in South Africa: Judaism, Christianity, Islam</b></li> <li>- Significant places, buildings and worship symbols of different religions.( <i>new norms and change of behavior during covid-19</i>)</li> <li>- Weekly reading by learners: reading for enjoyment</li> <li>- Reading about religions in South Africa</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>- Hinduism, Buddhism, Baha’i</li> <li>- Significant places, buildings and worship symbols of different religions</li> <li>- Weekly reading by learners: reading for enjoyment</li> <li>- Reading about religions in South Africa</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>- Hinduism, Buddhism, Baha’i</li> <li>- Significant places, buildings and worship symbols of different religions</li> <li>- Weekly reading by learners: reading for enjoyment</li> <li>- Reading about religions in South Africa</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>- Faith and African Religion</li> <li>- Significant places, buildings and worship symbols of different religions.</li> <li>- Weekly reading by learners: reading for enjoyment</li> <li>- Reading about religions in South Africa</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>• <b>Dangers in and around water: at home and public swimming pools and in rivers and dams</b></li> <li>- Weekly reading by learners: reading for enjoyment</li> <li>- Reading about dangers in and around water</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>- Responsible safety measures in and around water.</li> <li>- Weekly reading by learners: reading for enjoyment</li> <li>- Reading about dangers in and around water</li> </ul>	<p><b>Consolidation of work done during the term</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment: Project</b></li> </ul>
Physical Education	<p><b>PRIOR KNOWLEDGE: GRADE 3 TERM 3</b></p> <p><b>Rhythm::</b></p> <ul style="list-style-type: none"> <li>- Rope skipping - advanced movement such as cross over, double skip, etc.</li> <li>- Gymnastic movement such as forward roll, backward roll, hand spring, and cartwheel</li> </ul>	<ul style="list-style-type: none"> <li>• Participation in rhythmic movements with focus on posture.</li> <li>• Safety measures during rhythmic movements</li> </ul>	Movement performance in rhythmic movements with focus on posture	Movement performance in rhythmic movements with focus on posture	Movement performance in rhythmic movements with focus on posture	Participation in rhythmic movements with focus on posture	Participation in rhythmic movements with focus on posture	Participation in rhythmic movements with focus on posture	Movement performance in rhythmic movements with focus on posture	Movement performance in rhythmic movements with focus on posture	
Requisite Pre-Knowledge	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Health and environmental responsibility	Health and environmental responsibility	

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
<b>Resources (other than textbook) to enhance learning</b>	<ul style="list-style-type: none"> <li>Textbook, posters, books on cultures and moral lessons, newspaper articles.</li> <li>Textbook, books on religions in South Africa, newspaper articles.</li> <li>Textbook, water safety equipment, books on dangers in and around water and Life Saving SA material</li> <li>Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19,</li> </ul>										
<b>Informal Assessment</b>	Homework/ worksheets/Classwork										
<b>SBA (Formal Assessment)</b>	Project=30 Physical Education =30										

ANNUAL TEACHING PLAN – TERM 4: PERSONAL SOCIAL WELLBEING AND PHYSICAL EDUCATION

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10				
<b>CAPS Topic</b>	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	Health and environmental responsibility	<b>FORMAL ASSESSMENT</b>				
<b>Core Concepts, Skills and Values</b>	<p>Basic hygiene principles and COVID-19 issues.</p> <p><b>PRIOR KNOWLEDGE: GRADE 2 :TERM 3</b></p> <ul style="list-style-type: none"> <li>Road safety</li> <li>Scholar patrol</li> <li>How traffic officers help us</li> <li>Weekly reading by learners: reading for enjoyment.</li> <li>Read about road safety.</li> </ul>	<p>Basic hygiene principles and COVID-19 issues.</p> <ul style="list-style-type: none"> <li>Traffic rules relevant to road users:                             <ul style="list-style-type: none"> <li>Pedestrians and cyclists</li> <li>Passenger behavior</li> <li>Railway safety</li> </ul> </li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about traffic rules relevant to road users</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>Personal and household hygiene:                             <ul style="list-style-type: none"> <li>Personal hygiene items that cannot be shared</li> </ul> </li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about personal and household hygiene and dietary habits of children</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>Germ breeding areas in the house. (<i>tables, counters, door handles desks/work station. Areas that breed germs in Public</i>)</li> <li>Dietary habits of children:                             <ul style="list-style-type: none"> <li>Impact on dental and oral hygiene</li> </ul> </li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about personal and household hygiene and dietary habits of children</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <p><b>PRIOR KNOWLEDGE: GRADE 3 :TERM 3</b></p> <ul style="list-style-type: none"> <li>What pollution is?                             <ul style="list-style-type: none"> <li>Different types of pollution - water, land, air, noise.</li> <li>Effects of pollution on people.</li> <li>Effects of pollution on the environment</li> </ul> </li> <li>Survey and clean an area - this will serve as an introduction to field work</li> <li>Weekly reading by learners: reading for enjoyment</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>Healthy environment and personal health: home, school and community                             <ul style="list-style-type: none"> <li>Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumpsites</li> <li>Dangers of unhealthy environments to personal health</li> </ul> </li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about healthy environments and personal health</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>Strategies to keep environments healthy: conservation of environment</li> <li>Celebrating Arbor Day.</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading about healthy environments and personal health</li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>HIV and AIDS education: basic facts including blood management                             <ul style="list-style-type: none"> <li>Basic explanation of HIV and AIDS</li> <li>Transmission of HIV through blood.</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading basic facts about HIV and AIDS</li> </ul> </li> </ul>	<p>Basic hygiene principles and COVID-19 issues</p> <ul style="list-style-type: none"> <li>How HIV is not transmitted</li> <li>How to protect oneself against infection through blood.</li> <li>Weekly reading by learners: reading for enjoyment</li> <li>Reading basic facts about HIV and AIDS</li> </ul>	<p><b>Learners will be assessed on Term 3 and 4's work</b></p> <p>Outline for test</p> <table border="1"> <thead> <tr> <th>Section A: 15 marks</th> <th>Section B: 15 marks</th> </tr> </thead> <tbody> <tr> <td>                     All questions are compulsory.                     <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul> </td> <td> <ul style="list-style-type: none"> <li>All questions are compulsory.</li> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>Learners will solve problems, make decisions and give</li> </ul> </td> </tr> </tbody> </table>	Section A: 15 marks	Section B: 15 marks	All questions are compulsory. <ul style="list-style-type: none"> <li>The questions will be matching columns and/or fill in/ complete sentences and/or lists.</li> <li>Questions will test understanding and factual knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>All questions are compulsory.</li> <li>Case study may be used.</li> <li>The questions will be a combination of three or more types of questions, ranging from state, explain, discuss and describe.</li> <li>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class.</li> <li>Learners will provide direct responses and full sentence in point form.</li> <li>One question will focus on the application of knowledge and skills and responses will either be full sentences in point form or a short paragraph.</li> <li>Learners will solve problems, make decisions and give</li> </ul>
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<b>Physical Education</b>	<ul style="list-style-type: none"> <li>Participation in basic field and track athletics or swimming Activities,</li> <li>Safety measures during athletic or swimming activities</li> </ul>	<ul style="list-style-type: none"> <li>Participation in basic field and track athletics or swimming Activities,</li> <li>Safety measures during athletic or swimming</li> </ul>	Movement performance in basic field and track athletics or swimming activities.	Movement performance in basic field and track athletics or swimming activities.	Participation in basic field and track athletics or swimming activities.	Participation in basic field and track athletics or swimming activities.	Participation in basic field and track athletics or swimming activities.	Movement performance in basic field and track athletics or swimming activities.	Movement performance in basic field and track athletics or swimming activities.					
<b>Requisite Pre-Knowledge</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>	<b>Health and environmental responsibility</b>				
<b>Resources (other than textbook) to enhance learning</b>	<ul style="list-style-type: none"> <li>Textbook, posters relevant traffic signs, books on traffic rules</li> <li>Textbook, posters, books on personal and household Hygiene.</li> <li>Textbook, magazines, posters, books on healthy environments and personal health.</li> <li>Textbooks on HIV and AIDS</li> <li>Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19</li> </ul>													
<b>Informal Assessment</b>	Homework/ worksheets/Classwork													
<b>SBA (Formal Assessment)</b>	<b>Test= 30 Physical Education =30</b>													

2021 ANNUAL TEACHING PLAN – TERM 1: CREATIVE ARTS

Term 1 45 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
CAPS topic	Create in 2D, family and friends Visual literacy	Create in 2D, family and friends Visual literacy	Create in 3D, self and others Visual literacy	Create in 3D, self and others Visual literacy	Warm up and play Improvise and create	Warm up and play Improvise and create	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create	Warm up and play Improvise and create
Concepts, skills and values	<p><b>Visual literacy</b> <b>Baseline assessment</b> Practical informal tasks Art elements</p> <ul style="list-style-type: none"> <li>Line</li> <li>Shape</li> <li>Texture</li> <li>Form</li> <li>Space</li> <li>Colour</li> <li>Value</li> </ul> <p><b>Create in 2D, A picture of me</b> Evaluate use of art elements in a pencil drawing as well as answering of theory questions.</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name all <u>art elements</u> in images of the proportion of the human body.</p> <p><b>Create in 2D, family and friends</b> <b>Art elements:</b> <u>secondary colour</u> used in own images of self and others. <b>Design principles:</b> <u>contrast</u> used in own images of self and others. <b>Drawing and/or colour media:</b> exploring a variety of media and techniques. Could include but not limited to any of the following: blind-/ contour drawings' colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name <u>contrast</u> in images of the proportion of the human body.</p> <p><b>Create in 3D self and others/ 3D human figure</b> <b>Art elements:</b> <u>texture</u>, shape/form used in own models of human figure. <b>Design principles:</b> use and naming of <u>contrast</u>, e.g. in shapes and sizes of components of own model. <b>Spatial awareness:</b> conscious use of space, e.g. front, back and sides of model to be completed. <b>Skills and techniques:</b> Use created 2D artwork as resource to create a 3D artwork or any other appropriate and available medium e.g. clay, Paper-Mache/ wire/ cardboard/ other recyclable material). Appropriate use of tools.</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name <u>contrast</u> in images of the proportion of the human body.</p> <p><b>Create in 3D self and others/ 3D human figure</b> Add <u>colour</u>, texture, etc. by using different media and recyclable materials to complete model of 3D human figure. <b>Spatial awareness:</b> conscious use of space, e.g. front, back and sides of model to be completed. <b>Skills and techniques:</b> Use created artwork as resource to create clay or any other appropriate and available medium. Appropriate use of tools.</p>	<p><b>Warm up</b> Name game in groups. Travelling in personal (own) and general (shared) space, (Consider direction, weight, levels) and freezing.</p> <p><b>Improvise and create</b> Short <u>rhythm patterns</u> using body percussion and the rhythms explored in the name game. Body percussion is added to enhance the <u>rhythm</u>.</p> <p><u>Rhythm patterns</u>, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping note values.</p>	<p><b>Warm up</b> Active relaxation in stillness and movement. Concentration and listening games. Travelling in games (consider direction, weight, levels) and freezing.</p> <p><b>Improvise and create</b> <u>Locomotor</u> and non-locomotor movements, (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) individually and in unison, <u>in time to a beat</u> with imagery.</p>	<p><b>Warm up</b> Travelling in duple or quadruple meter (2/4 or 4/4).</p> <p><b>Read, interpret and perform</b> <u>Beat and Rhythm patterns</u> (crotchets, crotchet rests, minims and minim rests), combining and non-locomotor locomotor movements with sound using body percussion and/or percussion instruments.</p> <p><b>Appreciate and reflect on</b> Percussive musical instruments: African music piece. Classify instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high-low).</p>	<p><b>Warm up</b> <u>Voice warm up</u>, using humming. Action <u>songs</u> to accompany physical warm ups.</p> <p><b>Read, interpret and perform</b> <u>Beat and Rhythm patterns</u> (crotchets, crotchet rests, minims and minim rests), combining locomotor and non-locomotor movements with sound using body percussion and/or percussion instruments.</p> <p><b>Appreciate and reflect on</b> Percussive musical instruments: African music piece. Classify instruments as part of a family or group in terms of appearance, name, and how the sound is produced and pitch classification (high-low) continue.</p>	<p><b>Warm up</b> Creativity games (e.g. using <u>props</u> in turn as anything but what they are).</p> <p><b>Improvise and create</b> <u>Beat and Rhythm patterns</u> (crotchets, crotchet rests, minims and minim rests), combining locomotor movements with sound using body percussion and/or percussion instruments.</p>	<p><b>Practical Formal Assessment: Performing Arts:</b> <u>Rhythm patterns</u> (crotchets, crotchet rests, minims and minim rests), combining locomotor movements with sound using body percussion and/or percussion instruments.</p> <p><b>Performing Arts 40 marks</b></p> <p><b>When assessing Performing Arts, it is important that the teacher chooses a Formal Assessment Task that consists of at least TWO of the three performing art forms.</b></p>
Requisite pre-knowledge	Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks.				Basic experience and understanding of <b>beat (keeping a steady beat)</b> and rhythm, body percussion, locomotor and non-locomotor movements, basic experience of dance elements such as space.					
Resources (other than textbook) to enhance learning	Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs.		Any other appropriate and available art material (Clay/ Paper-Mache/ wire/ cardboard/ other recyclable material) for 3D artwork. Example 3D figures.		Open, adequate classroom space, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc. Found or made musical instruments, including drum/tambourine Audio equipment and audio-visuials with a range of suitable music; CD player with a range of suitable music; charts of musical notes/substitutes such as animals representing note values; props, including cans, stones, newspapers, materials, chairs, balls and a large variety of different sized and shaped objects.					
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									
	Baseline assessment	Teacher guidance and support towards exploring art elements and design principles. Drawing activities of artwork. Preparatory sketches of 3D design.	Workbook: preparatory sketches of 3D design, exploring contrast.	Teacher guidance and support towards completion of artwork. Classroom discussion and reflection.	Classroom discussion: reflect on own and other's performances using simple creative arts terminology.	Workbook: mind map of locomotor and non-locomotor movements.	Workbook: worksheet classify instruments as part of a family or group.	Workbook: worksheet classify instruments as part of a family or group.	Observation, side coaching by teacher on performance.	
SBA (Formal Assessment)	Visual Art Informal Assessment Task: Preparatory 2D artwork (sketches/ paintings/ collage) to create a 3D artwork				Formal assessment of Performing Arts 40 marks assessed with a rubric					

2021 ANNUAL TEACHING PLAN – TERM 2: CREATIVE ARTS

Term 2 51 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	
CAPS topic	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Improvise and create	Warm up and play Appreciate and reflect on	Create in 2D, creative lettering and/or pattern-making Visual literacy	Create in 2D, creative lettering and/or pattern-making Visual literacy	Create in 3D, mobiles or stabiles	Create in 3D, mobiles or stabiles	Create in 3D, mobiles or stabiles	Formal Assessment		
Concepts, skills and values	<p><b>Warm up</b> Imaginative breathing exercises. Creative games combining music and movement.</p> <p><b>Improvise and create</b> Instruments using found objects. Melodies to demonstrate difference in pitch and note values, using voice and found and natural instruments, in range of 5th (doh to soh).</p> <p><b>Appreciate and reflect on</b> Melodic musical instruments in an African music piece. Classify instruments as part of a family/ group – name, appearance, how sound is produced, pitch (high-low).</p>	<p><b>Warm up</b> Rolling up and down the spine &amp; body part isolations; <u>Call and response games</u></p> <p><b>Read, interpret and perform</b> Movement sentences in 4/4, using units of action: travelling, stillness and gesture (levels, directions, weight) in pairs, <u>using call and echo</u>, or meeting and parting</p> <p><b>Appreciate and reflect on</b> Melodic musical instruments in an African music piece. Classify instruments as part of a family/ group – name, appearance, how sound is produced, pitch (high-low).</p>	<p><b>Warm up</b> Awareness of breathing in relaxation and movement; rolling up and down the spine.</p> <p><b>Read, interpret and perform</b> Rhythmic patterns in meter (2/4, 3/4, 4/4) using body percussion or percussion instruments.</p> <p><b>Improvise and create</b> <u>Sound pictures</u> based on themes (a thunderstorm, a train journey) using voice, body and <u>found or made instruments</u>.</p>	<p><b>Warm up</b> <u>Directional games</u> &amp; rhythm games</p> <p><b>Improvise and create</b> Continue from previous week: Sound pictures based on themes. Movement responses to sound pictures (levels, <u>directions</u>, rhythms and weights of movement)</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in creative lettering and/ or pattern-making.</p> <p><b>Create in 2D, creative lettering and/ or pattern-making</b> <b>Art elements:</b> <u>line</u>, shape, colour used in own creative lettering and/ or pattern-making; drawing, cutting and sticking shapes in series.</p> <p><b>Design principles:</b> <u>contrast</u> used in own shapes and sizes of creative lettering and/ or pattern.</p> <p><b>Drawing and/ or colour media:</b> exploring a variety of media and techniques.</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and <u>proportion</u> in creative lettering and/ or pattern-making.</p> <p><b>Create in 2D, creative lettering and/ or pattern-making</b> <b>Art elements:</b> line, <u>shape</u>, colour used in own creative lettering and/ or pattern-making; drawing, cutting and sticking shapes in series.</p> <p><b>Design principles:</b> <u>contrast</u> used in own shapes and sizes of creative lettering and/ or pattern.</p> <p><b>Drawing and/ or colour media:</b> exploring a variety of media and techniques. Add paint/ pastel/ colour crayon to patterns and creative lettering.</p>	<p><b>Create in 3D, mobiles or stabiles</b> <b>Art elements:</b> line, shape, <u>colour</u> used in own creative lettering and/ or pattern-making; drawing, cutting and sticking shapes in series.</p> <p><b>Design principles:</b> <u>contrast</u> used in own shapes and sizes of creative lettering and/ or pattern.</p> <p><b>Spatial awareness:</b> conscious use of space, e.g. front, back and sides of objects for mobile to be completed.</p> <p><b>Drawing and/ or colour media:</b> exploring a variety of media and techniques. Appropriate use of tools.</p>	<p><b>Create in 3D, mobiles or stabiles</b> <b>Art elements:</b> line, shape, <u>colour</u> used in own creative lettering and/ or pattern-making; drawing, cutting and sticking shapes in series.</p> <p><b>Design principles:</b> <u>contrast</u> used in own shapes and sizes of creative lettering and/ or pattern.</p> <p><b>Drawing and/ or colour media:</b> exploring a variety of media and techniques.</p> <p><b>Spatial awareness:</b> conscious use of space, e.g. front, back and sides of objects for mobile to be completed. Appropriate use of tools.</p>	<p><b>Create in 3D, mobiles or stabiles</b> <b>Art elements:</b> <u>texture</u>, <u>shape/ form</u> used in own construction of mobile.</p> <p><b>Design principles:</b> introduce <u>proportion</u>, e.g. the size of one form in relation to another in construction of own mobile. Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials.</p> <p><b>Spatial awareness:</b> conscious use of space, e.g. front, back and sides of objects for mobile to be completed. Appropriate use of tools.</p>	<p>Practical Formal Assessment: Visual Art</p> <p>Create in 2D, creative lettering and/ or pattern-making OR Create in 3D, mobiles or stabiles Create a variety 2D and 3D shapes to create a mobile</p> <p>Assessment Rubric: 40 marks</p>		
Requisite pre-knowledge	Basic understanding of beat ( <b>keeping a steady beat</b> ), rhythm patterns (crotchets, crotchet rests, <b>quavers and quaver rests</b> , minims and minim rests), body percussion; rhythmic patterns in meter (2/4, 4/4); locomotor and non-locomotor movement.				Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks.							
Resources to enhance learning	Open space; Found or made musical instruments, including drum/tambourine; Audio equipment and audio-visuials with a range of suitable music; music may include pieces composed specifically to demonstrate the instruments of the orchestra, such as “Carnival of the Animals” by Saint-Saens, “Peter and the Wolf” by Prokofiev, “The Sorcerer’s Apprentice” by Dukas, etc.; charts and posters of musical notes/substitutes e.g. animals representing note values; objects for making instruments: stones, cans, seeds, rice, pipes, bottles, containers, etc.				Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs.			Any other appropriate and available art material (Clay/ Paper-Mache/ wire/ cardboard/ other recyclable material) for 3D artwork. Example 3D figures.				
Informal assessment; remediation	There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts during and at the end of each term.											
	Workbook: design and create own instruments using found objects. Mind map on Melodic instruments.	Workbook: Continue with mind map on melodic instruments.	Workbook: worksheet critical reflection: performances using simple creative arts terminology.	Rehearsal: side coaching, directing by teacher and peers towards performance.	Workbook: questions to deepen and extend observation of elements and design principles in creative lettering and/ or pattern-making.	Workbook: questions to deepen and extend observation of elements and design principles in creative lettering and/ or pattern-making.	Observation. Workbook: new terminology explored quizzes, worksheets on creating mobiles/stabiles.	Observation. Workbook: art elements and design principals – balance.	Observation. Workbook: art elements and design principals – balance.			
SBA (Formal Assessment)	Informal Assessment: Performing Arts				Formal assessment of Visual Art 40 marks assessed with a rubric							

2021 ANNUAL TEACHING PLAN – TERM 3: CREATIVE ARTS

Term 3 52 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
CAPS topic	Create in 2D wild or domestic animals and their environment Visual literacy	Create in 2D, wild or domestic animals and their environment	Create in 3D, wild or domestic animals Visual literacy	Create in 3D, wild or domestic animals Visual literacy	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Formal Practical Assessment	



							Appreciate and reflect on			
<b>Concepts, skills and values</b>	<p><b>Visual Literacy</b> Observe, discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild and domestic animals.</p> <p><b>Create in 2D wild or domestic animals and their environment</b> <b>Art elements:</b> use <u>related colour</u> in own images of wild or domestic animals. <b>Design principles:</b> reinforce use of <u>contrast and proportion</u> through own images of wild or domestic animals.</p> <p><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p> <p><b>Art elements:</b> use <u>related colour</u> in own images of wild or domestic animals. <b>Design principles:</b> reinforce use of <u>contrast and proportion</u> through own images of wild or domestic animals.</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <u>contrast and proportion</u> in images of wild and domestic animals.</p> <p><b>Create in 3D, wild or domestic animals</b> <b>Art elements:</b> <u>texture, shape/form</u> <b>Design principles:</b> reinforce conscious use and naming of <u>contrast and proportion</u> in own models of wild or domestic animals.</p> <p><b>Skills and techniques:</b> clay/any other appropriate and available medium.</p> <p><b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides. Appropriate use of tools.</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <u>contrast and proportion</u> in images of wild and domestic animals.</p> <p><b>Create in 3D, wild or domestic animals</b> <b>Art elements:</b> <u>texture, shape/form</u> <b>Design principles:</b> reinforce conscious use and naming of <u>contrast and proportion</u> in own models of wild or domestic animals.</p> <p><b>Skills and techniques:</b> clay/any other appropriate and available medium.</p> <p><b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides. Appropriate use of tools.</p>	<p><b>Warm up</b> Rolling up and down the spine and side bends</p> <p><b>Improvise and create</b> Movement responses to different types of music, mood of music informs mood of movement. Movement sequences exploring verbal dynamics and word sequences.</p> <p><b>Appreciate and reflect on</b> Own and other's performances and processes using simple creative arts terminology.</p>	<p><b>Warm up</b> Rolling up and down the spine and side bends. Floor work, rounding, lengthening the spine, stretching, sitting and lying down.</p> <p><b>Improvise and create</b> Movement responses to different types of music, mood of music informs mood of movement. Movement sequences exploring verbal dynamics and word sequences.</p> <p><b>Appreciate and reflect on</b> Expressive qualities of musical instruments in music used in Topic 2.</p>	<p><b>Warm up</b> Body part isolations as part of imaginative experience Concentration focus games.</p> <p><b>Read, interpret and perform</b> Building a drama from a stimulus: characters, develop <b>storyline characters</b> through mimed action.</p> <p><b>Improvise and create</b> <b>Characters</b>, using props as stimulus, consider body language, posture and gesture.</p>	<p><b>Warm up</b> Voice warm ups; sensory awareness games.</p> <p><b>Read, interpret and perform (continue)</b> Building a drama from a stimulus: characters, develop <b>storyline characters, space and time</b> through mimed action.</p> <p>Sound pictures using instruments (body percussion, self-made, found, traditional) to create a <b>soundtrack for the drama</b> and to introduce characters (considering dynamics, pitch, timbre and tempo). Songs to improve ability to sing in tune. Relate <b>character</b> of the chosen songs to suit characters in the drama. Recognise melodies in range of 5th using tonic solfa (doh to soh).</p>	<p><b>Warm up</b> Call and response games; Action songs.</p> <p><b>Read, interpret and perform (continue)</b> Preparing <b>drama</b> for performance.</p> <p><b>Sound pictures</b> using instruments: soundtrack for the drama, introduce characters.</p> <p><b>Songs</b> to improve ability to sing in tune. Relate <b>character</b> of the chosen songs to suit characters in the drama. Recognise melodies in range of 5th using tonic solfa (doh to soh).</p>	<p><b>Formal Assessment Task:</b> Drama performance: storyline, characters, space, time. Sound pictures using instruments: soundtrack. Singing of songs related to the character.</p> <p><b>Performing Arts 40 marks</b></p> <p><b>When assessing Performing Arts, it is important that the teacher chooses a Formal Assessment Task that consists of at least TWO of the three performing art forms.</b></p>	
<b>Requisite pre-knowledge</b>	Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks.				Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space); basic improvisation technique, understanding and application of drama elements character, plot, time, space, audience. Awareness of how different sounds of different musical instruments as well as the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. In the same way, a song can be used to describe a mood or a character.					
<b>Resources to enhance learning</b>	Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, and photographs.		Any other appropriate and available art material (Clay/ Paper-Mache/ wire/ cardboard/ other recyclable material) for 3D artwork. Example 3D figures.		Found or made musical instruments, including drum/tambourine; audio equipment and audio-visually with a range of suitable music; charts and posters of musical notes on stave; objects for sensory work including shakers, triangles, feathers, stones, sandpaper, etc.; props such as cans, suitcases, hats, newspapers, balls and a large variety of different sized and shaped objects, found or made musical instruments, including drum/tambourine; CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, videos clips					
<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: questions to deepen observation of elements, design principles: images of wild or domestic animals.	Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles.	Preparatory sketches, Worksheet: practical/visual exploration of contract and proportion. Continuous supportive guidance by teacher towards completion of task.	Classroom discussion and reflection.	Workbook: Classify instruments as part of a family/group: appearance, name, sound produced, pitch.	Workbook: mind map; developing a drama character description.	Workbook: worksheet critical reflection: performances using simple creative arts terminology.			
<b>SBA (Formal Assessment)</b>	Informal Assessment: Visual Art Informal Assessment Task: 2D and 3D artwork				Formal assessment of Performing Arts 40 marks assessed with a rubric					

Term 4 47 days	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10
<b>CAPS topic</b>	Warm up and play Improvise and create	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Create in 2D the natural world Visual literacy	Create in 2D the natural world	Create in 3D, a kite/dream catcher/ bird feeder	Create in 3D, a kite/dream catcher/ bird feeder	Practical Formal Assessment: Visual Art  Create in 2D, the natural world OR Create in 3D, a kite/dream catcher/ bird feeder  Assessment Rubric: 40 marks	
<b>Concepts, skills and values</b>	<p><b>Warm up</b> Posture games, exploring neutral posture and character's postures.</p> <p><b>Improvise and create</b> Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression. Physical shapes using gesture, posture and balance (balancing on different body parts).</p>	<p><b>Warm up</b> Posture games, exploring neutral posture and character's postures; Body part isolations and stretching.</p> <p><b>Improvise and create</b> Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression</p> <p><b>Read, interpret and perform</b> <b>Building a drama from a stimulus:</b> tableaux in response to <b>location</b> or <b>theme: storyline, character, space and time.</b></p>	<p><b>Warm up</b> Different kinds of jumps (with soft landings) and other travelling movements; Trust and listening games.</p> <p><b>Building a drama from a stimulus:</b> tableaux in response to location or theme, add <b>start and end</b> the drama; limited <b>dialogue</b> appropriate to the drama.</p> <p>Sound pictures using instruments (body percussion, self-made, found, traditional) to create <b>appropriate soundtrack</b> for the drama, including interludes (between actions) and underscoring (during action).</p> <p>Musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases.</p>	<p><b>Warm up</b> Body percussion "songs" in unison and in canon Musical games focusing on numeracy and literacy.</p> <p><b>Read, interpret and perform</b> Building a drama from a stimulus: tableaux in response to location or theme consolidate previous weeks</p> <p>Songs to improve in-tune singing, <b>related to the themes of the drama</b>, recognising melodies in range of 5th (doh to soh)</p> <p><b>Appreciate and reflect on</b> Own and other's performances and processes using simple creative arts terminology.</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world. <b>Create in 2D the natural world</b> <b>Art elements:</b> reinforce <u>secondary and related colour</u> including tints and shades <b>Design principles:</b> reinforce use of <u>contrast and proportion</u> in own images of the natural world. <b>Drawing and/or colour media:</b> exploring a variety of media and techniques. Could include but not limited to any of the following: blind-/contour drawings' colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world. Questions to deepen and extend observation of elements and design principle. Apply learning to own work. <b>Create in 2D, the natural world</b> <b>Art elements:</b> reinforce <u>secondary and related colour</u> in own images of the natural world, including tints and shades. <b>Design principles:</b> reinforce use of <u>contrast and proportion</u> in own images of the natural world. <b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of <u>contrast and proportion</u> found in the natural world. <b>Create in 3D, a kite/dream catcher/ bird feeder</b> <b>Art elements:</b> <u>texture, shape/form, colour</u> reinforced through use in own construction. <b>Design principles:</b> reinforce conscious use and naming of <u>contrast and proportion</u> in construction. <b>Skills and techniques:</b> pasting, cutting, wrapping, tying, joining various recyclable materials. <b>Spatial awareness:</b> reinforce conscious awareness of extending parts of models into space. Appropriate use of tools.</p>	<p><b>Create in 3D, a kite/dream catcher/ bird feeder</b> <b>Art elements:</b> texture, shape/form, <u>colour</u> <b>Design principles:</b> reinforce conscious use and naming of <u>contrast and proportion</u> in construction. <b>Spatial awareness:</b> extending parts of models into space Appropriate use of tools.</p>		
<b>Requisite pre-knowledge</b>	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation, use of space); ability to read and interpret texts at a basic level, understanding and application of drama elements character, plot, time, space, audience. Awareness of how different sounds of different musical instruments as well as the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. In the same way, a song can be used to describe a mood or a character.				Basic understanding and experience of art elements and design principles, experience in creating simple 2D and 3D artworks.					
<b>Resources (other than textbook) to enhance learning</b>	Open space; found or made musical instruments, including drum/ tambourine; Audio equipment and audio-visuals with a range of suitable music; Charts and posters of musical notes, stave and tonic solfa (doh-soh); sheet music of simple melodies/songs; Blindfolds; CD player, interactive whiteboard/ data projector & laptop; pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. EdPuzzle; PowToons; Canva; Book Creator, etc.				Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, and photographs.		Any other appropriate and available art material (Clay/ Paper-Mache/ wire/ cardboard/ other recyclable material) for 3D artwork. Example 3D figures.			
<b>Informal assessment; remediation</b>	There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts during and at the end of each term.									
	Classroom discussion exploring mime and new terminology: gesture, posture, balance.	Workbook: storyboard of tableaux.	Workbook: Reflection own and other's performances and processes using simple creative arts terminology	Rehearsal; side coaching, directing by teacher and peers towards polished performance; self and peer assessment	Workbook: Questions to deepen and extend observation of elements and design principle.	Preparatory sketches, worksheet to explore contrast and proportion. Teacher guidance towards completion of artwork.	Workbook: Preparatory sketches, teacher guidance in process towards product.	Observation, side coaching and direction. Workbook: art elements and design principals – balance and proportion.		
<b>SBA (Formal Assessment)</b>	<b>Informal assessment: Performing Arts</b>				<b>Formal assessment of Visual Art 40 marks assessed with a rubric</b>					