

2021 ANNUAL TEACHING PLAN – TERM 1: **PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION**

Term 1 45 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>	<b>Development of the self</b>	<b>Development of the self</b>	<b>Development of the self</b>	<b>Development of the self</b>	<b>Development of the self</b>	<b>Development of the self</b>	<b>Development of the self</b>	<b>Development of the self</b>	<b>Development of the self</b>	<b>FORMAL ASSESSMENT</b>
<b>Core Concepts, Skills and Values</b>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p>What is COVID 19</p> <ul style="list-style-type: none"> <li>- Social/ Physical distancing</li> <li>- Sanitizing and hand washing</li> </ul> <p>Using face mask</p> <p><b>15 min</b></p> <p><b>Positive self-esteem: body image</b></p> <ul style="list-style-type: none"> <li>- Understanding and respecting body changes</li> </ul> <p><b>1 hr 15 min</b></p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>• Reading about positive influences on body image: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Positive self-esteem: body image</b></p> <ul style="list-style-type: none"> <li>- Other influences on body image: media and society</li> <li>- Acceptance of the self</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>• Reading about positive influences on body image: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Abilities, interests and potential:</b></p> <ul style="list-style-type: none"> <li>- Identify own abilities, interests and potential</li> <li>- Relationship between abilities, interests and potential</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>• Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Abilities, interests and potential:</b></p> <ul style="list-style-type: none"> <li>- Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>• Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Abilities, interests and potential:</b></p> <ul style="list-style-type: none"> <li>- Action plan to improve own abilities, pursue own interests and develop own potential</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>• Reading texts on how to identify and develop own abilities, interests and potential: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Peer pressure:</b></p> <ul style="list-style-type: none"> <li>- Examples of peer pressure in different situations: school and community.</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>• Reading about ways to resist peer pressure: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Peer pressure:</b></p> <ul style="list-style-type: none"> <li>- Appropriate responses to peer pressure in different situations.</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>- Reading about ways to resist peer pressure: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Problem solving skills in conflict situations: keeping safe and how to protect self and others</b></p> <ul style="list-style-type: none"> <li>- Mediation skills</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>- Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied</li> </ul>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Problem solving skills in conflict situations: keeping safe and how to protect self and others</b></p> <ul style="list-style-type: none"> <li>- Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <ul style="list-style-type: none"> <li>- Reading about peacekeeping and mediation skills: interpret/explain and relate what has been studied</li> </ul>	<p><b>Consolidation of work done during the term</b></p> <ul style="list-style-type: none"> <li>• Assignment/case study</li> </ul>
	<b>Physical Education</b>	<p><b>Participation</b> in a variety of striking and fielding games.</p> <p><b>Safety measures</b> during striking and fielding games</p>	<p><b>Participation</b> in a variety of striking and fielding games.</p> <p><b>Safety measures</b> during striking and fielding games</p>	<p><b>Participation</b> in a variety of striking and fielding games.</p> <p><b>Safety measures</b> during striking and fielding games</p>	<p><b>Movement performances</b> in a variety of striking and fielding games</p>	<p><b>Movement performances</b> in a variety of striking and fielding games</p>	<p><b>Participation</b> in a variety of striking and fielding games.</p>	<p><b>Participation</b> in a variety of striking and fielding games.</p>	<p><b>Participation</b> in a variety of striking and fielding games.</p>	<p><b>Movement performances</b> in a variety of striking and fielding games</p>
<b>Requisite Pre-Knowledge</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	Development of the self	Development of the self	
<b>Resources (other than textbook) to 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 games and sport and resources for safety.</li> </ul>									
<b>Informal Assessment</b>	Homework/ worksheets/Classwork									
<b>SBA (Formal Assessment)</b>	<p style="text-align: center;"><b>WRITTEN TASK=30</b> <b>Physical Education=30</b></p>									

2021 ANNUAL TEACHING PLAN – TERM 2: **PERSONAL AND 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	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility		<b>FORMAL ASSESSMENT</b>				
<b>Core Concepts, Skills and Values</b>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>Self-management skills:</b></p> <ul style="list-style-type: none"> <li>Responsibilities at school and home</li> <li>Prioritising responsibilities</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about self-management skills: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>Self-management skills:</b></p> <ul style="list-style-type: none"> <li>Developing an activity plan: homework, house chores and playing time</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about self-management skills: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>Bullying:</b> reasons for bullying</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>Bullying:</b> Getting out of the bullying habit: where to find help</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>Cultural rites of passage:</b></p> <ul style="list-style-type: none"> <li>Important stages in the individual's life in South African cultures: birth, baptism, wedding and death</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>Cultural rites of passage:</b></p> <ul style="list-style-type: none"> <li>Meaning of each stage</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>Cultural rites of passage:</b></p> <ul style="list-style-type: none"> <li>Personal and social significance of each stage</li> </ul> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p><b>Prior Knowledge: Grade 5 Term Content:</b></p> <p>Festivals and customs from a variety of religions in South Africa</p> <p><b>Reading skills:</b> reading with understanding and using a dictionary -</p> <p>Reading about festivals and customs of different religions in South Africa: recall and relate</p>	<p>Basic hygiene principles (issues of COVID-19)</p> <p><b>The dignity of the person in a variety of religions in South Africa</b></p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied</p>	<p><b>Learners will be assessed on Term 1 and 2's work</b></p> <ul style="list-style-type: none"> <li>A controlled School Based Test Outline for Test</li> </ul> <table border="1"> <thead> <tr> <th>Section A: 15 marks</th> <th>Section B: 15 marks</th> </tr> </thead> <tbody> <tr> <td> <p>All questions are compulsory.</p> <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. They will provide a few direct responses.</li> </ul> </td> </tr> </tbody> </table> <p>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</p>		Section A: 15 marks	Section B: 15 marks	<p>All questions are compulsory.</p> <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 advice. They will provide a few direct responses.</li> </ul>
	Section A: 15 marks	Section B: 15 marks													
<p>All questions are compulsory.</p> <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 advice. They will provide a few direct responses.</li> </ul>														
<b>Physical Education</b>	Participation in a physical fitness programme to develop particular aspects of fitness.	Participation in a physical fitness programme to develop particular aspects of fitness.	Participation in a physical fitness programme to develop particular aspects of fitness.	Movement performance in a physical fitness programme to develop particular aspects of fitness.	Movement performance in a physical fitness programme to develop particular aspects of fitness.	Participation in a physical fitness programme to develop particular aspects of fitness.	Participation in a physical fitness programme to develop particular aspects of fitness.	Participation in a physical fitness programme to develop particular aspects of fitness.	Movement performance in a physical fitness programme to develop particular aspects of fitness.						
<b>Requisite Pre-Knowledge</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	Social responsibility					

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>Resources</b> (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, newspaper articles, posters</li> <li>News articles and Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19,</li> <li>Resources for sequence movement activities Resources for safety</li> </ul>										
<b>Informal Assessment</b>	Homework/ worksheets/Classwork										
<b>SBA (Formal Assessment)</b>	Control TEST = 30 Physical Education =30										

**2021 ANNUAL TEACHING PLAN – TERM 3: PERSONAL AND 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
<b>CAPS Topic</b>	Development of self	Development of self	Development of self	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Health and environmental responsibility	FOMAL ASSESSMENT
<b>Core Concepts, Skills and Values</b>	<p><b>Basic hygiene principles (issues of COVID-19)</b> <b>Bullying:</b> reasons for bullying</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Bullying:</b> Getting out of the bullying habit: where to find help</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about how to get out of the habit of bullying: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Caring for animals:</b> - Acts of cruelty to animals - Taking care of and protecting animals</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Caring for animals:</b> - Taking care of and protecting animals - Places of safety for animals</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about ways of taking care of animals and places of safety for animals: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Caring for people:</b> - Considering others' needs and views - Communicating own views and needs without hurting others</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Caring for people:</b> - Communicating own views and needs without hurting others - Acts of kindness towards other people</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about different people's acts of kindness towards others: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Nation-building and cultural heritage : definition of concepts</b> -How cultural heritage unifies the nation: national symbols, national days</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Nation-building and cultural heritage: definition of concepts</b> - National symbols such as flag, anthem, code of arms, etc.</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Nation-building and cultural heritage : definition of concepts</b> - National - Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about nation-building and cultural heritage: interpret/explain and relate what has been studied</p>	<p><b>Basic hygiene principles (issues of COVID-19)</b></p> <p><b>Basic first aid in different situations:</b> cuts and gazes, burns, scalds and sunburn, stings and bites, bruises, poisoning, bleeding, choking</p> <p><b>Reading skills:</b> reading with understanding and fluency</p> <p>Reading about basic first aid: interpret/explain and relate what has been studied</p>	<p><b>Consolidation of work done during the term</b></p> <p>• <b>Assessment: Project</b></p>
<b>Physical Education</b>	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Movement performance in rhythmic patterns of movement with coordination and control	Movement performance in rhythmic patterns of movement with coordination and control	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Participation in rhythmic patterns of movement with coordination and control Safety measures relating to rhythmic patterns of movement	Movement performance in rhythmic patterns of movement with coordination and control	Movement performance in rhythmic patterns of movement with coordination and control
<b>Requisite Pre-Knowledge</b>	Development of self	Development of self	Development of self	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social 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</b> (other than textbook) to enhance learning	<ul style="list-style-type: none"> <li>Textbook, posters, books on cultures and moral lessons, newspaper articles.</li> <li>Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19,</li> <li>Resources for rhythmic movement activities Resources for safety</li> </ul>										
<b>Informal Assessment</b>	Homework/ worksheets/Classwork										
<b>SBA (Formal Assessment)</b>	Project = 30 Physical Education = 30										

**2021 ANNUAL TEACHING PLAN – TERM 4: PERSONAL AND 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	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Social responsibility	Consolidation of work done during the term	<b>FORMAL ASSESSMENT</b>			
<b>Core Concepts, Skills and Values</b>	<p>Basic hygiene principles and COVID-19 protocol <b>Prior Knowledge: Grade 5 Term Content:</b></p> <p><b>Issues of age and gender in different cultural contexts in South Africa</b> <b>Gr 5 Content that was left out</b></p> <ul style="list-style-type: none"> <li>- Relationship between elders and children in different cultural contexts</li> <li>- Responsibilities of boys and girls in different cultural contexts</li> <li>- Contributions of women and men in different cultural contexts</li> </ul> <p><b>Reading skills: reading with understanding and using a dictionary</b></p> <ul style="list-style-type: none"> <li>- Reading about issues of age and gender in different cultural contexts: recall and relate</li> </ul>	<p>Basic hygiene principles (issues of COVID-19) <b>Gender stereotyping, sexism and abuse: definition of concepts</b></p> <ul style="list-style-type: none"> <li>- Effects of gender stereotyping and sexism on personal and social relationships</li> <li>- Effects of gender-based abuse on personal and social</li> </ul> <p><b>Reading skills: reading with understanding and fluency</b></p> <p>Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) <b>Gender stereotyping, sexism and abuse: definition of concepts</b></p> <ul style="list-style-type: none"> <li>- Effects of gender-based abuse on personal and social relationships</li> <li>- Dealing with stereotyping, sexism and abuse</li> </ul> <p><b>Reading skills: reading with understanding and fluency</b></p> <p>Reading about ways to deal with stereotyping, sexism and abuse: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) <b>Cultural rites of passage:</b></p> <ul style="list-style-type: none"> <li>- Important stages in the individual's life in South African cultures: birth, baptism, wedding and death</li> </ul> <p><b>Reading skills: reading with understanding and fluency</b></p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) <b>Cultural rites of passage:</b></p> <ul style="list-style-type: none"> <li>- Meaning of each stage</li> </ul> <p><b>Reading skills: reading with understanding and fluency</b></p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) <b>Cultural rites of passage</b></p> <ul style="list-style-type: none"> <li>- Personal and social significance of each stage</li> </ul> <p><b>Reading skills: reading with understanding and fluency</b></p> <p>Reading about important life stages in different cultures: interpret/explain and relate what has been studied</p>	<p>Basic hygiene principles (issues of COVID-19) <b>The dignity of the person in a variety of religions in South Africa</b></p> <p><b>Reading skills: reading with understanding and fluency</b></p> <p>Reading about the dignity of a person in different religions: interpret/explain and relate what has been studied</p>	<p><b>Consolidation of work done during the term</b></p>	<p><b>Learners will be assessed on Term 3 and 4's work</b></p> <ul style="list-style-type: none"> <li>A controlled School Based Test</li> </ul> <table border="1"> <thead> <tr> <th>Section A: 15 marks</th> <th>Section B: 15 marks</th> </tr> </thead> <tbody> <tr> <td> <p>All questions are compulsory.</p> <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. They will provide a few direct responses.</li> </ul> </td> </tr> </tbody> </table> <p>Note. Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly.</p>	Section A: 15 marks	Section B: 15 marks	<p>All questions are compulsory.</p> <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 advice. They will provide a few direct responses.</li> </ul>
Section A: 15 marks	Section B: 15 marks												
<p>All questions are compulsory.</p> <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 advice. They will provide a few direct responses.</li> </ul>												

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>Physical Education</b>	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities  Safety measures relating to sequenced movement activities.	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities Safety measures relating to sequenced movement activities.	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities. Safety measures relating to sequenced movement activities.	Movement performance in refined sequence emphasising changes of shape, speed and direction or swimming activities	Movement performance in refined sequence emphasising changes of shape, speed and direction or swimming activities	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities	Movement performance in refined sequence emphasising changes of shape, speed and direction 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>Social responsibility</b>	<b>Social responsibility</b>	<b>Social responsibility</b>	<b>Social responsibility</b>	<b>Social 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, magazines, posters</li> <li>Posters on COVID-19,</li> <li>DBE and Department of Health support material and posters on COVID-19</li> <li>Resources for sequenced movement activities Resources for swimming activities Resources for safety</li> </ul>									
<b>Informal Assessment</b>	Homework/ worksheets/Classwork									

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
<b>CAPS topic</b>	<b>Create in 2D, figures with animals</b> <b>Visual literacy</b>	<b>Create in 2D, figures with animals</b> <b>Visual literacy</b>	<b>Create in 2D, figures with animals</b> <b>Visual literacy</b>	<b>Create in 3D, figures with animals</b>	<b>Warm up and play</b> <b>Improvise and create</b> <b>Read, interpret and perform</b>	<b>Warm up and play</b> <b>Improvise and create</b> <b>Read, interpret and perform</b>	<b>Warm up and play</b> <b>Read, interpret and perform</b> <b>Appreciate and reflect on</b>	<b>Warm up and play</b> <b>Improvise and create</b> <b>Read, interpret and perform</b> <b>Appreciate and reflect on</b>	<b>Warm up and play</b> <b>Read, interpret and perform</b> <b>Appreciate and reflect on</b>	<b>Warm up and play</b> <b>Read, interpret and perform</b> <b>Appreciate and reflect on</b>
<b>Concepts, skills and values</b>	<b>Visual literacy</b> <b>Baseline assessment</b> Practical informal tasks Art elements <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> <b>Create in 2D, A picture of Me and my pet</b> Evaluate use of art elements in a pencil drawing as well as answering of theory questions by using a rubric.	<b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images.  <b>Create in 2D, figures with animals</b> <b>Art elements:</b> <u>monochromatic colour</u> used in own images of figures in an environment. <b>Design principles:</b> <u>balance</u> used in own images of figures in an environment. <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,	<b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals.  <b>Create in 2D, figures with animals</b> <b>Art elements:</b> <u>monochromatic colour</u> used in own images of figures in an environment. <b>Design principles:</b> <u>emphasis (focal point)</u> used in own images of self and others in local environment. <b>Drawing and/or colour media:</b> exploring a variety of media and techniques.	<b>Create in 3D, figures with animals</b> <b>Art elements:</b> reinforce <u>texture, shape/ form</u> in own models of human figure interacting with animal. <b>Design principles:</b> introduce <u>balance</u> in own models of the human figure interacting with an animal. <b>Skills and techniques:</b> clay or any other appropriate medium for a 3D artwork. <b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space. Appropriate tidiness and sharing of space. Appropriate use of tools.	<b>Warm up</b> Vocal warm up; Physical warm ups for co-ordination and control. Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response).  <b>Improvise and create</b> Expressive movement and mime in response to cues from teacher, focusing on all body parts, including showing emotions, characters and actions.  <b>Read, interpret and perform</b> An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a	<b>Warm up</b> Body percussion games.  <b>Read, interpret and perform</b> An African folktale or traditional story. Improvise and develop a <b>short drama for presentation: credible characters; key moments.</b>  <b>Improvise and create</b> Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea. Combine with movement sequences inspired by sound pictures to express a mood or idea.  Focus on structure of C major scale and singing simple melodies in C major.	<b>Warm up</b> Singing warm ups: music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm.  <b>Read, interpret and perform</b> An African folktale or traditional story: Improvise and develop a <b>short drama for presentation: narrative devices effectively.</b>  Simple rhythmic patterns on a drum: base slap, open slap, muffle, etc. Use at key moments in the drama performance to <b>underscore action</b> , create an interlude, introduce tension and/or character.	<b>Warm up</b> Singing warm ups: music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm.  <b>Read, interpret and perform</b> An African folktale or traditional story: Improvise and develop a <b>short drama for presentation: narrative devices effectively.</b>  Simple rhythmic patterns on a drum: base slap, open slap, muffle, etc. Use at key moments in the drama performance to <b>underscore action</b> , create an interlude, introduce tension and/or character.	<b>Warm up</b> Concentration and focus games.  Rehearse and prepare for performance:  <b>Read, interpret and perform</b> An African folktale or traditional story: Improvise and develop a <b>short drama for presentation.</b>  Combine with <b>expressive movement and mime</b> in response to cues from teacher, focusing on all body parts, including showing emotions, characters and actions.  Simple <b>rhythmic patterns</b> on a drum: base slap, open slap, muffle, etc. Use at key moments in the drama performance to <b>underscore action</b> , create an interlude,	<b>Formal Assessment Task: assessed with rubric</b> <b>Performing Art</b>  <b>Improvise and develop a short drama</b> based on an African folktale or traditional story for presentation.  Combine with <b>expressive movement and mime</b> in showing emotions, characters and actions.  Simple <b>rhythmic patterns</b> on a drum: base slap, open slap, muffle, etc. Use at key moments in the drama performance to <b>underscore action</b> , create an interlude, introduce tension and/or character.  <b>Performing Arts</b>

		ink and stick drawings, etc.			<b>short drama for presentation: clear plot.</b>  Focus on structure of C major scale and singing simple melodies in C major. Apply the concept of a canon and two-part harmony.	Apply the concept of a canon and two-part harmony.	<b>Appreciate and reflect on</b> Two different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime).	emotions, characters and actions.  <b>Appreciate and reflect on</b> Two different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (e.g. praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime).	introduce tension and/or character.  <b>Appreciate and reflect on</b> Key audience behaviours, such as respect, support, appreciation, silence while watching, applause.	<b>40 marks assessed with rubric.</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>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 experience through play and experience of arts elements. Elements of music e.g. dynamics, tempo, articulation, pitch and rhythm.					
<b>Resources (other than textbook) 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.		Open space, found or made musical instruments, including drums, audio equipment and audio-visuals with a range of suitable music, charts and posters (such as C major scale on treble stave, etc.), African folktales or traditional stories, resources on South African drama.					
<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									
	Baseline assessment	Workbook: Questions to deepen and extend observation of elements and design principles: monochromatic colour, balance.	Workbook: preparatory sketches exploring art elements, colour wheel. Teacher guidance and support towards completion of artwork.	Workbook: preparatory sketches of 3D design, exploring space; Teacher guidance and support towards completion of artwork. Teacher guidance and support towards completion of artwork. Classroom discussion and reflection.	Workbook: Worksheet on development of Drama based on folktale: focus on plot structure.  C Major scale and simple melodies in C Major.	Workbook: graphic notation of sound pictures. Character development worksheet.	Worksheet: Two different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics.	Worksheet: Two different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics.	Classroom discussion: Key audience behaviours, such as respect, support, appreciation, silence while watching, applause.	
<b>SBA (Formal Assessment)</b>	<b>Visual Art Informal assessment Task: Preparatory 2D artwork (sketches/ paintings/ collage) to create a 3D artwork.</b>				<b>Formal assessment of Performing Arts 40 marks assessed with a rubric</b>					

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
<b>CAPS topic</b>	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Improvise and create Appreciate and reflect on	Warm up and play Read, interpret and perform	Warm up and play Read, interpret and perform Appreciate and reflect on	Create in 2D, creative lettering and/ or radiating pattern-making Visual literacy	Create in 2D, creative lettering and/ or radiating pattern-making Visual literacy	Create in 2D, creative lettering and/ or radiating pattern-making Visual literacy	Create in 3D, a relief mandala/ radiating pattern Visual literacy	Create in 3D, a relief mandala/radiating pattern Visual literacy	<b>Formal Assessment</b>	
<b>Concepts, skills and values</b>	<b>Warm up</b> Physical warm ups for co-ordination and control.  <b>Read, interpret and perform</b> Select a <b>cultural dance</b> ; observe and discuss the steps and styles of the dance in recorded or live performance; rehearse the cultural dance for presentation: <b>patterns, repetition and sequencing in the dance.</b>	<b>Warm up</b> Physical warm ups for co-ordination and control. <b>Singing warm ups:</b> (including <b>traditional songs</b> in unison, canon, two-part harmony, and/or call and response).  <b>Read, interpret and perform</b> Continue exploring a <b>cultural dance</b> ; rehearse cultural dance for presentation: musical	<b>Warm up</b> Spatial awareness games. <b>Singing warm ups:</b> (including traditional songs in unison, canon, two-part harmony, and/or call and response).  <b>Read, interpret and perform</b> Continue exploring a <b>cultural dance</b> ; rehearse cultural dance for presentation: musical accompaniment to the	<b>Warm up</b> Physical warm ups for co-ordination and control. <b>Singing warm ups:</b> (including traditional songs in unison, canon, two-part harmony, and/or call and response).  <b>Read, interpret and perform</b> Continue exploring a <b>cultural dance</b> ; rehearse cultural dance for presentation: musical	<b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name <u>balance</u> in lettering and/or radiating patterns.  <b>Create in 2D: creative lettering and/or radiating pattern-making</b> <b>Art elements:</b> relevant use of art elements in own images of radiating pattern.	<b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/ or radiating pattern.  <b>Create in 2D: creative lettering and/or radiating pattern-making</b> <b>Art elements:</b> relevant use of art elements in own images of radiating pattern.	<b>Visual literacy</b> Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns.  <b>Create in 2D: creative lettering and/or radiating pattern-making</b> <b>Art elements:</b> relevant use of art elements in own images of radiating pattern.  <b>Design principles:</b> reinforce <u>balance in colours, shapes and sizes</u>	<b>Create in 3D, a relief mandala/ radiating pattern</b>  <b>Art elements:</b> reinforce in own construction of relief mandala/radiating pattern.  <b>Design principles:</b> use <u>balance</u> in own construction of relief mandala/radiating pattern.  <b>Skills and techniques</b> like	<b>Create in 3D, a relief mandala/ radiating pattern</b>  <b>Art elements:</b> reinforce in own construction of relief mandala/radiating pattern.  <b>Design principles:</b> use <u>balance</u> in own construction of relief mandala/radiating pattern.  <b>Skills and techniques</b> like	<b>Practical Formal Assessment: Visual Arts</b>  Create in 2D, creative lettering and/ pattern-making OR Create in 3D, a relief mandala/ radiating pattern  <b>Assessment Rubric: 40 marks</b>	

	<p>Simple <b>rhythmic patterns</b> on a drum: base slap, open slap, muffle and other, to accompany selected cultural dance.</p> <p><b>NOTE: Class to divide in half, some to dance, others to perform music, and then swap.</b></p>	<p>accompaniment to the dance, focusing on <b>rhythm; varying use of energy such as tension/relaxation, stillness and flow, etc.</b></p> <p><b>Improvise and create</b> (integrate with cultural dance, above)</p> <p>Movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth.</p> <p>Simple <b>rhythmic patterns</b> on a drum: base slap, open slap, muffle and other, to accompany selected cultural dance.</p> <p>Short <b>musical pieces</b>, structured in binary form (A B), and ternary form (A B A).</p>	<p>dance, focusing on: <b>rhythm; varying use of energy such as tension/relaxation, stillness and flow, etc</b></p> <p><b>Improvise and create</b> (integrate with cultural dance, above)</p> <p>Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus.</p> <p>Simple <b>rhythmic patterns</b> on a drum: base slap, open slap, muffle and other, to accompany selected cultural dance.</p> <p>Short <b>musical pieces</b>, structured in binary form (A B), and ternary form (A B A).</p>	<p>accompaniment to the dance, focusing on: <b>performance area and audience arrangement-appropriate entrances and exits.</b></p> <p>Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus.</p> <p>Simple <b>rhythmic patterns</b> on a drum: base slap, open slap, muffle and other, to accompany selected cultural dance.</p>	<p><b>Design principles:</b> reinforce <u>balance in colours, shapes and sizes</u> of own examples of lettering and/or radiating patterns.</p> <p><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p>	<p><b>Design principles:</b> reinforce <u>balance in colours, shapes and sizes</u> of own examples of lettering and/or radiating patterns.</p> <p><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p>	<p>of own examples of lettering and/or radiating patterns.</p> <p><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p>	<p>pasting, cutting, wrapping, tying, joining various recyclable materials.</p> <p><b>Spatial awareness:</b> use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others. Appropriate tidiness and sharing of space. Appropriate use of tools.</p>	<p>pasting, cutting, wrapping, tying, joining various recyclable materials.</p> <p><b>Spatial awareness:</b> use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others. Appropriate tidiness and sharing of space. Appropriate use of tools.</p>		
<b>Requisite pre-knowledge</b>	Understanding of and experience in dance elements, warm-up, cool down, basic improvisation and composition skills. Elements of music e.g. dynamics, tempo, articulation, pitch and rhythm.				Basic and practical experience of art elements, and some design principles, basic experiences in creating simple 2D and 3D artworks.						
<b>Resources to enhance learning</b>	Open space; found or made musical instruments, including drums and marimbas; audio equipment and audio-visuales with a range of suitable music; charts and posters (such as C major scale on treble staff, etc.); DVDs/CDs or access to live performance of two different kind of South African dances. Access to sheet music of short musical pieces in AS and ABA form.				Materials: 2H/ H/ HB/ 2B/3B/ 6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, and photographs.						
<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 at the end of each term.										
	<p><b>Appreciate and reflect on</b></p> <p>Workbook: Two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance).</p>	<p>Rehearsal; side coaching, directing by teacher and peers towards polished performance</p> <p>Worksheet: recognising AB and ABA form in given short musical pieces and by listening.</p>	<p>Rehearsal; side coaching, directing by teacher and peers towards classroom performance for informal assessment.</p> <p>Worksheet: recognising AB and ABA form in given short musical pieces and by listening.</p>	<p>Workbook: questions to deepen and extend observation of elements and design principles in lettering and/or radiating pattern.</p>	<p>Workbook: Preparatory sketches, teacher observation and guidance</p> <p>Workbook: new terminology explored quizzes, worksheets on relief mandala, appropriate art elements, design principles.</p>	<p>Teacher guidance and support towards completion of artwork.</p>	<p>Workbook: preparatory sketches of 3D design, exploring space; teacher guidance and support towards completion of artwork.</p>	<p>Workbook: preparatory sketches of 3D design, exploring space; teacher guidance and support towards completion of artwork. Classroom discussion and reflection.</p>			
<b>SBA (Formal Assessment)</b>	Performing Arts: Informal Assessment				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
<b>CAPS topic</b>	Create in 2D, images of people and/ or objects Visual literacy	Create in 2D, images of people and/ or objects Visual literacy	Create in 3D, modelling images Visual literacy	Create in 3D, modelling images Visual literacy	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	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create Appreciate and reflect on	Formal Practical Assessment	
<b>Concepts, skills and values</b>	Visual Literacy Observe and discuss visual stimuli in	Visual Literacy Observe and discuss visual stimuli in	Visual Literacy Observe and discuss visual stimuli in	Visual Literacy Observe and discuss visual stimuli in	Warm up Vocal warm up (including centring the	Warm up		Warm up Action and reaction games.		Formal Assessment Task: assessed with rubric Performing Arts: 40 marks	

	<p>photographs, artworks and real objects to identify and name all art elements in images relating to own practical work. Questions to deepen and extend observation of elements and design principles in images. Apply, identify and personally interpret in own work.</p> <p><b>Create in 2D, images of people and/ or objects</b> <b>Art elements:</b> reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc. <b>Design principles:</b> reinforce design principle <u>emphasis</u> through use in own observed images of portraits, shells, shoes, etc. <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>photographs, artworks and real objects to identify and name <u>balance</u> in images. Questions to deepen and extend observation of elements and design principles in images. Apply, identify and personally interpret in own work.</p> <p><b>Create in 2D, images of people and/ or objects</b> <b>Art elements:</b> reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc. <b>Design principles:</b> reinforce design principle <u>emphasis</u> through use in own observed images of portraits, shells, shoes, etc. <b>Drawing and/ or colour media:</b> exploring a variety of media and techniques.</p>	<p>photographs, artworks and real objects to identify and name <u>emphasis</u> in images of people and/ or objects.</p> <p><b>Create in 3D, modelling images</b> <b>Art elements:</b> reinforce <u>texture</u>, <u>shape/ form</u> through use in own observed models. <b>Design principles:</b> reinforce <u>balance</u> through use in own observed models. <b>Spatial awareness:</b> reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space. <b>Skills and techniques:</b> clay/ any other appropriate and available art material. Appropriate tidiness and sharing of space. Appropriate use of tools.</p>	<p>photographs, artworks and real objects to identify and name <u>emphasis</u> in images of people and/ or objects.</p> <p><b>Create in 3D, modelling images</b> <b>Art elements:</b> reinforce texture, shape/form through use in own observed models. <b>Design principles:</b> reinforce balance through use in own observed models. <b>Spatial awareness:</b> reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space. <b>Skills and techniques:</b> clay/ any other appropriate and available art material. Appropriate tidiness and sharing of space. Appropriate use of tools.</p>	<p>voice, humming on voiced consonants and vowels, resonance).</p> <p><b>Improvise and create</b> Rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice.</p> <p><b>Read, interpret and perform</b> Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony: consider: <b>-dynamics, melodic and rhythmic patterns.</b></p>	<p>Singing warm ups (including songs in unison, canon, in two-part harmony and/or call and response). Physical warm ups for co-ordination and control.</p> <p><b>Read, interpret and perform</b> Continue with songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony: consider <b>movement (posture, facial expression, gesture) and style and mood.</b> Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa. Use songs mentioned above. Rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments.</p>	<p><b>Cool downs</b> including stretches and flowing movements.</p> <p><b>Improvise and create</b> <b>Short dialogues</b>, exploring <b>conflict</b> within a specific context (Who? What? Where? When?) <b>Movement sequences</b> exploring <b>conflict</b>, using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements. Can be integrated with <b>Music phrases</b> exploring <b>conflict</b>, using voice, found or made instruments, rhythm and melody appropriately (could be applied to songs explored of weeks 6 and 7).</p>	<p><b>Classroom Performance:</b> <b>Short dialogues</b>, exploring conflict integrated with <b>movement sequences</b> exploring conflict, using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements. Can be integrated with <b>Music phrases</b> exploring conflict, using voice, found or made instruments, rhythm and melody appropriately (could be applied to songs explored of weeks 6 and 7).</p> <p>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.</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.				Music elements including dynamics, melodic and rhythmic patterns, basic understanding of body percussion, 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. <a href="https://drive.google.com/open?id=1oQIsCDPjcCFHwBiNWeKYw9sB4pLEpXXr">https://drive.google.com/open?id=1oQIsCDPjcCFHwBiNWeKYw9sB4pLEpXXr</a>			
<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, 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-visuals with a range of suitable music; charts and posters (such as musical notation on a stave of a single line, and other); South African songs from a range of cultural traditions; resources on South African music.			
<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 and extend observation of elements and design principles in images of people and/ objects.	Workbook: preparatory sketches, guidance by teacher, creative application of elements and principles.	Preparatory sketches, Worksheet: practical/ visual exploration of <u>emphasis</u> . Continuous supportive guidance by teacher towards completion of Formal Assessment Task.	Continuous supportive guidance by teacher towards completion of Formal Assessment Task. Classroom discussion and reflection.	<b>Appreciate and reflect on</b> Two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music.		Workbook: worksheet reflecting on own and other's performances and processes using simple creative arts terminology.	
<b>SBA (Formal Assessment)</b>	<b>Visual Art Informal Assessment Task: 2D and 3D artwork</b>				<b>Formal assessment of Performing Arts 40 marks assessed with a rubric</b>			



2021 ANNUAL TEACHING PLAN – TERM 4: **CREATIVE ARTS**

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 Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Create in 2D, buildings, architecture and the environment Visual literacy	Create in 2D, buildings, architecture and the environment Visual literacy	Create in 3D or relief, buildings, architecture and the environment	Create in 3D or relief, buildings, architecture and the environment	Practical Formal Assessment: Visual Art  Create in 2D, buildings, architecture and the environment OR Create in 3D or relief, buildings, architecture and the environment					
<b>Concepts, skills and values</b>	<p><b>Warm up</b> Vocal warm-up including breathing, with chanting. Physical warm-up for co-ordination and control. Singing warm-ups (including songs in unison, canon, in two-part harmony and/or call and response).</p> <p><b>Improvise and create</b> Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements.</p> <p>Movement sequences to explore aspects of the above story, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements.</p> <p><b>OR</b> <b>Read, interpret and perform</b> <b>Puppetry</b> A puppet performance: • dialogue, • puppet movement and • musical accompaniment. Consider characters, relationships and structure (conflict and resolution).</p>		<p><b>Warm up &amp; Cool downs</b> Singing warm-ups (including songs in unison, canon, in two-part harmony and/or call and response). Leading and following games. Story development games.</p> <p><b>Improvise and create</b> Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements.</p> <p>Movement sequences to explore aspects of the above story, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements.</p> <p><b>OR</b> <b>Read, interpret and perform</b> <b>Puppetry</b> A puppet performance: • dialogue, • puppet movement and • musical accompaniment. Consider characters, relationships and structure (conflict and resolution). Musical signature tunes for each of the puppet characters using voice, found or made instruments.</p>		<p><b>Visual Literacy</b> Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture. Questions to deepen and extend observation of elements and design principles. Apply, identify and personally interpret in own work.</p> <p><b>Create in 2D, buildings, architecture and the environment</b> <b>Art elements:</b> overview of developed use of <u>all art elements</u> found in own images of buildings, architecture and the environment.</p> <p><b>Design principles:</b> reinforce <u>relevant design principles</u> in own images of buildings, architecture and the environment.</p> <p><b>Drawing and/ or colour media:</b> exploring a variety of media and techniques.</p>		<p><b>Visual Literacy</b> Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture. Questions to deepen and extend observation of elements and design principles. Apply, identify and personally interpret in own work.</p> <p><b>Create in 2D, buildings, architecture and the environment</b> <b>Art elements:</b> overview of developed use of <u>all art elements</u> found in own images of buildings, architecture and the environment.</p> <p><b>Design principles:</b> reinforce <u>relevant design principles</u> in own images of buildings, architecture and the environment.</p> <p><b>Drawing and/ or colour media:</b> exploring a variety of media and techniques.</p>		<p><b>Visual Literacy</b> Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture.</p> <p><b>Create in 3D or relief, buildings, architecture and the environment</b> <b>Art elements:</b> reinforce <u>relevant art elements</u> through own construction of buildings and architecture.</p> <p><b>Design principles:</b> reinforce <u>relevant design principles</u> through use in own construction.</p> <p><b>Skills and techniques</b> like pasting, cutting, wrapping, tying, joining various recyclable materials.</p> <p><b>Spatial awareness:</b> reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space. Appropriate tidiness and sharing of space. Appropriate use of tools.</p>		<p><b>Visual Literacy</b> Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture.</p> <p><b>Create in 3D or relief, buildings, architecture and the environment</b> <b>Art elements:</b> reinforce <u>relevant art elements</u> through own construction of buildings and architecture.</p> <p><b>Design principles:</b> reinforce <u>relevant design principles</u> through use in own construction.</p> <p><b>Skills and techniques</b> like pasting, cutting, wrapping, tying, joining various recyclable materials.</p> <p><b>Spatial awareness:</b> reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space. Appropriate tidiness and sharing of space. Appropriate use of tools.</p>		<b>Assessment Rubric: 40 marks</b>	
<b>Requisite pre-knowledge</b>	Elements of music, patterns, repetition, canon, round, two-part harmony, basic understanding of plot structure, basic understanding of dance elements, drama elements such as character, time and place.				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>	Found or made musical instruments, including drum/tambourine; audio equipment and audio-visuales with a range of suitable music; charts and posters (such as musical notation on a staff of a single line, and other); South African songs from a range of cultural traditions. Resources on South-African music.				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 at the end of each term.													
	Worksheet: story and music instruments. Mind map on elements of dance. OR Storyboard: depicting scenes of puppet performance.		Rehearsal; side coaching, directing by teacher and peers towards classroom performance for informal self and peer assessment. Written /oral reviews of performances: using simple Creative Arts terminology.		Workbook: Questions to deepen and extend observation of elements and design principle in own images of buildings, architecture and the environment.		Preparatory sketches of own images of buildings, architecture and the environment, worksheet to explore contrast and proportion. Teacher guidance towards completion of artwork.		Preparatory sketches, worksheet to explore contrast and proportion. Teacher guidance towards completion of artwork 3D artwork.		Classroom discussion and reflection.			
<b>SBA (Formal Assessment)</b>	<b>Performing Arts: Informal Assessment</b>				<b>Formal assessment of Visual Art</b>									

