



Western Cape  
Government

Education



Adapted Curriculum and Assessment Policy Statement  
for  
Schools of Skills  
and Schools with Skills Units

**Creative Arts**  
Year 1, 2, 3 and 4

**2013**

## **PREFACE TO THE ACADEMIC CURRICULUM**

This Curriculum and Assessment Policy Statement has been adapted to meet the needs of learners who experience barriers to learning and who have been placed in a School of Skills. It has been designed to enable learners who continue their schooling at a School of Skills to develop to their potential based on a curriculum that supports their cognitive ability.

The curriculum content and skills are set out as an Annual Teaching Plan (ATP). It is an exemplar for the sequencing and pacing of teaching, learning and assessment per term across the four years and is based on the curriculum as developed with teachers. It is aligned to the content and skills within the National Curriculum Statement (NCS), Curriculum and Assessment Policy Statements (CAPS) for the Foundation and Intermediate Phase.

Year One is an orientation year where learners do a baseline assessment at the start of the year to identify the content gap they experience in both Home Language and Mathematics. These results will inform the level of intervention for these two subjects. Learners in Year One will complete a post assessment at the end of the year to determine if any progress has been made during the year.

Teachers identify the appropriate curriculum level as indicated in the Home Language and Mathematics curriculum document when starting to teach. Learners may progress across the levels within a year or across years as they demonstrate their competence in Home Language and Mathematics.

Life Skills, Physical Education and Creative Arts follow a four year programme and all learners engage with these subjects from Year One. Natural Sciences and Technology will start from Year Two.

It is envisaged that all learners in a School of Skills will exit the school with an appropriate Certificate of Attainment endorsed by the WCED. It is hoped that this certificate will enable them to access further or higher education or to be part of the world of work.

## **ACKNOWLEDGEMENT**

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## SECTION 1

### INTRODUCTION TO THE ADAPTED CURRICULUM AND ASSESSMENT POLICY STATEMENT

#### 1.1 Overview

General aims of the South African Curriculum

- (a) The *National Curriculum Statement Grades R - 12* gives expression to the knowledge, skills and values worth learning in South African schools. This curriculum aims to ensure that children acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.
- (b) The National Curriculum Statement Grades R - 12 serves the purposes of: equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
  - o providing access to higher education;
  - o facilitating the transition of learners from education institutions to the workplace; and
  - o providing employers with a sufficient profile of a learner's competences.
- (c) The National Curriculum Statement Grades R - 12 is based on the following principles:
  - o Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
  - o Active and critical learning: encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
  - o High knowledge and high skills: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
  - o Progression: content and context of each grade shows progression from simple to complex;
  - o Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa. The National Curriculum Statement Grades R – 12 is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
  - o Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
  - o Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

- (d) The National Curriculum Statement Grades R - 12 aims to produce learners that are able to:
- identify and solve problems and make decisions using critical and creative thinking;
  - work effectively as individuals and with others as members of a team;
  - organise and manage themselves and their activities responsibly and effectively;
  - collect, analyse, organise and critically evaluate information;
  - communicate effectively using visual, symbolic and/or language skills in various modes;
  - use science and technology effectively and critically showing responsibility towards the environment and the health of others; and
  - demonstrate an understanding of the world as a set of related systems by recognising that problem solving contexts do not exist in isolation.

(e) Inclusion and the National Curriculum Statement

Education White Paper 6 - Special Needs Education: Building an Inclusive Education and Training System commits the state to the achievement of equality, non-discrimination and the maximum participation of all learners in the education system as a whole. Education White Paper 6 makes it an imperative that the education and training system must change to accommodate the full range of learning needs, with particular attention to strategies for instructional and curriculum transformation (Department of Education, 2001 p. 11). These principles also underlie the new Curriculum and Assessment Policy Statement (CAPS). One of the most significant barriers to learning is the school curriculum. Barriers to learning arise from the different aspects of the curriculum such as the content, the language, classroom organisation, teaching methodologies, pace of teaching and time available to complete the curriculum, teaching and learning support materials and assessment (Department of Education, 2001, p.19). In responding to the diversity of learner needs in the classroom, it is imperative to ensure differentiation in curriculum delivery to enable access to learning for all learners. All schools are required to offer variations in mode of delivery and assessment processes to accommodate all learners. Respecting diversity implies a belief that all learners have the potential to learn.

Inclusivity should become a central part of the organisation, planning and teaching at each school. This can only happen if all teachers have a sound understanding of how to recognise and address barriers to learning, and how to plan for diversity. The key to managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, Institutional-Level Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's *Guidelines for Inclusive Teaching and Learning* (2010).

## 1.2 Background to curriculum adaptation and differentiation

The right of every child to access quality education is enshrined in South Africa's Constitution. In 2001, the Minister of Education launched Education White Paper 6, the Policy on Inclusion, which spells out how barriers to learning should be removed from, and how inclusive education should be gradually introduced into the entire education system.

Learners who experience barriers to learning need to be able to exit school with an appropriate certificate of attainment, which would enable them to access further or higher education or to be part of the world of work.

The profile of a learner placed in a Special School: School of Skills, which offers an adapted curriculum programme may be identified by the following characteristics:

The learner

- is 14 or 15 years old
- has received extensive, documented support in the mainstream school
- experiences moderate cognitive barriers to learning which cause very poor scholastic progress. The learner's lack of progress may be so severe that he/she will only be able cope on a Foundation Phase level
- is not severely or profoundly intellectually disabled
- does not experience serious behavioural learning barriers
- may experience a short attention span
- may have a very poor reading ability
- attends school regularly, but does not reap the benefits of the curriculum in spite of support efforts
- may have spent more time in both Foundation and Intermediate Phase, without showing significant improvement
- is usually functioning 2 years and more below his/her age cohort and is seriously at risk of leaving school early, without attaining skills to enter the world of work successfully
- will benefit by a vocational / practical approach to the curriculum
- will develop skills in order to be able to enter the job market.

These learners have the right to follow an adapted and differentiated curriculum to achieve their academic goals. The academic curriculum content must not be seen as a "watered down" version of the mainstream curriculum, but an accurate as possible reflection of the learner's functioning level. Therefore each learner should have access to the standard of assessment best suited to his/her needs. The curriculum should be offered in flexible groups to allow straddling to take place.

Each learner should be respected as an individual with unique strengths and barriers to learning. These learners must further be afforded the opportunity to achieve in areas where they can be successful, such as learning a skill. In the majority of cases it has been found that learners, who do not achieve academically, often benefit and excel through learning a skill. Thus teachers have an important responsibility to make

sure that all learners from whatever background are appropriately catered for in the learning environment.

In this instance teachers are therefore required to monitor their own beliefs, attitudes and behaviours when responding to learners. They should consider the unique needs of learners when designing and placing learners in appropriate learning programmes. It is expected that teachers together with the parents must ensure that learners participate in academic and skills programmes that helps them achieve to the best of their abilities. .

### **1.3 The introduction of the Skills Qualification**

This is a new way of thinking to provide for learners who are not able to reach their full potential in mainstream schooling. The proposed Skills Qualification aims to offer learners with special needs an alternative learning pathway that:

- Is standardised across the schools offering skills curricula
- Is aligned with curriculum policies and relevant skills
- addresses the learner's need to experience success by building on the strengths of the learner rather than focusing on deficits
- determines the appropriate placement of the learner in a specific pathway of learning
- provide the learner with a qualification in a chosen field of work and
- provide the employer with appropriate information.

The purpose of this skills qualification is to provide an adapted curriculum which may lead to a further qualification at a later stage. Alternate methods of teaching and assessments based on alternate attainment of knowledge (content, concepts and skills), for learners who experience moderate cognitive learning barriers forms part of the skills qualification. It must allow learners to acquire knowledge and skills that are aligned to the world of work. Each skills course is based on defined concepts and skills to provide learners with a passport to life-long work and citizenship. The adapted skills curriculum is aligned to existing SAQA qualifications so that it can be recognised in the workplace, for Recognition of Prior Learning (RPL).

### **1.4 Time Allocation**

Teaching and learning within a five day cycle is 27½ hours. It is envisaged that 50% of the notational time be allocated to skills training with sufficient learning and practice time to develop skilled routine work competence.

The table below proposes the possible instruction time and credits allocated per subject in an academic year for a learner to be considered for a skills qualification.

Subject	Time allocation per week Example: (periods in minutes per week)	Credits <sup>1</sup>
<b>Fundamentals:<sup>2</sup></b>		
1. Home Language (Level 1, 2, or 3)	5x45min (Could be 4 periods in Y 2.3.4)	14 Credits
2. First Additional Language	2x45min (Could be 3 periods in Y 2.3.4)	12 Credits
3. Mathematics (Level 1, 2 or 3)	4x45min	14 Credits
<b>Core:<sup>3</sup></b>		
1. Life Skills (EMS and SS)	4x45min	14 Credits
2. Natural Sciences and Technology ( <i>Not in year 1</i> )	1x45min	2 Credits
3. Creative Arts	1x45min	2 Credits
4. Physical Education / Sport	1x45min	2 Credits
<b>Electives:</b>		
1. Skills:	18x45min	60 Credits
<b>List of 19 electives</b>		
<b>Developed in 2011</b>	<b>Developed in 2012</b>	
Ancillary Health Care	Automotive Repair and Maintenance	
Art and Crafts	Automotive Spray Painting	
Hairdressing	Beauty and Nail Technology	
Automotive Body Repair	Maintenance	
Bricklaying and Plastering	Housekeeping	
Basic Welding and Metal Work	Needlework and Clothing	
Mixed Farming	Basic Sheet Metal Work	
Hospitality Studies	Upholstery	
Early Childhood Development	Woodworking	
Office Administration		

## 1.5 A Learning Programme

The *National Strategy on Screening, Identification, Assessment and Support (SAIS)* will be used to determine whether a learner is eligible to follow an **adapted curriculum and assessment programme** in a special school. Learners will complete a four year learning programme

- o YEAR 1: A bridging year to support learners in the academic programme based on pre-testing and post-testing. Learners will be exposed to a minimum of two different skills to determine their strengths as well as their interests. Natural Sciences and Technology will not be offered in year 1. Formal recorded assessment only for Languages and Mathematics in year 1.

<sup>1</sup> A credits is based on 10 hours of notional time calculated on 32 weeks per academic year

<sup>2</sup> The curriculum will focus on the full band within the GET curriculum CAPS

<sup>3</sup> The curriculum will focus on the full band within the GET curriculum CAPS

- YEAR 2: Teaching and learning is based on needs identified in post testing, and learner's selected skill from orientation year.
- YEAR 3: Teaching and learning is based on learners' needs, and learners continue with selected skill.
- YEAR 4: Teaching and learning is based on learners' needs, and learners continue with selected skill.

<b>A LEVEL 1 QUALIFICATION (120 credits<sup>4</sup> per year)</b> <b>(A four year learning programme)</b>							
<b>ACADEMIC</b> <b>CAPS (adapted Grade R-9)</b> <b>50% of contact time</b>						<b>SKILLS</b> <b>SAQA ALIGNED</b> <b>50% of contact time</b>	
<b>APPLIED KNOWLEDGE</b>							
<b>FUNDAMENTAL</b> <b>40 Credits</b>			<b>CORE</b> <b>20 Credits</b>				<b>ELECTIVE</b> <b>60 Credits</b>
<b>Language:</b> <b>Home level 1</b>	<b>Language:</b> <b>First Add</b>	<b>MATHS</b> <b>level 1</b>	<b>Life Skills / LO</b> <b>With (SS &amp; EMS)</b>	<b>Natural Sciences &amp; Technology</b>	<b>Creative Arts</b>	<b>Physical Education / Sport</b>	<b>Year 1: 2+ skills</b> <b>Year 2: 1 skill</b> <b>Year 3: 1 skill</b> <b>Year 4: 1 skill</b>
<b>Or level 2</b>		<b>Or level 2</b>					
<b>Or level 3</b>		<b>Or level 3</b>					
<b>14 credits</b>	<b>12 credits</b>	<b>14 credits</b>	<b>14 credits</b>	<b>2 credits</b>	<b>2 credits</b>	<b>2 credits</b>	<b>60 credits</b>

<sup>4</sup> One (1) credit equals 10 hours of notional time

## SECTION 2

### INTRODUCTION TO CREATIVE ARTS

In Creative Arts, learners are exposed to dance, drama, music and visual arts. The purpose of this subject is to develop learners as creative, imaginative individuals with an appreciation of the arts. The subject provides opportunities for learners to give expression to their feelings, individually and in collaboration with others. It creates a foundation for balanced creative, cognitive, emotional and social development. It is therefore important to provide learners with a safe and supportive environment to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance where learners feel creative and can develop skills and interpret their world in unique and creative ways.

Creative Arts is studied in two parallel and complementary streams:

**Visual arts and Performing arts (dance, drama, music).**

It is encouraged that learners are exposed to both streams of study.

### VISUAL ARTS

Visual Arts provides the learner with an opportunity to discover through play, while developing skills and techniques. Visual Arts encourages an awareness of art elements and design principles found in the natural and the built environment, and enriches the learner's personal experience of the world. Opportunities are provided for social, emotional and intellectual development, and through non-verbal expression and the process of creating art, the learner comes to understand symbolic language. The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term.

**The content, concepts and skills are organised according to three topics for Visual Arts:**

1. Visual literacy
2. Create in 2D
3. Create in 3D

### PERFORMING ARTS

While Performing Arts recognise that in African arts practice, integration is fundamental, it also notes the need for the learning of skills separately in dance, drama and music. There are many complementary and overlapping areas of practice in these arts forms and the focus is on the inclusive nature of the arts. Since the nature of integrated arts practice is such that it may be difficult to develop specialised skills in the classroom within the allocated time, it is suggested that learners wanting to specialise in a particular musical

instrument or in a particular dance form, take extra-mural classes for this purpose. Classroom performances of short examples of learning should take place in a non-threatening environment, where the contribution of each learner is valued and acknowledged.

### **The concepts, content and skills are divided into three distinct topics for Performing Arts:**

1. Warm up and play – preparing the body and voice, and using games as tools for learning skills;
2. Improvise and create – using arts' skills spontaneously to demonstrate learning, individually and collaboratively;
3. Interpret and perform – learning the language of the art form, and interpreting and performing artistic products in the classroom

### **Teaching Approach in Creative Arts**

The approach to teaching in Creative Arts should be explorative, experimental, experiential and encouraging. A safe and supportive environment should be created for learners to work in an atmosphere of openness and acceptance. Planning should cater for a variety of learning styles and space should be created for the new ideas that learners invariably bring. Teaching needs to be encouraging, enthusiastic, perceptive and constructive.

The development of skills in each art form is essential for progression. Skill building in Creative Arts requires regular practice. Learning in the arts is circular rather than linear. Many of the same activities or exercises are repeated each year with increasing complexity.

### **HOW THIS CURRICULUM SHOULD BE USED**

The curriculum has been aligned to the NCS Gr R-12 (CAPS) Intermediate Phase and has been adapted for Years 1, 2, 3 and 4. As many of the same activities or exercises are repeated each year with increasing complexity it is important that teachers take the context and life experiences of learners into consideration when planning activities. The curriculum is structured according to topics (concepts, contents and skills) and suggested activities per term. An example of a lesson activity is given for each term. This is an example and teachers can select their own activities from the listed concept, content and skills.

### **RESOURCES**

National Curriculum Statement Gr R-12 (CAPS)

National Catalogue: Approved Textbooks for Life Skills (Creative Arts), Intermediate Phase.

## TIME ALLOCATION

- 45 minutes per week
- 8 weeks x 45 min = 360 minutes / 6 hours per term
- 3 hours for Visual Arts, 3 hours for Performing Arts per term
- per year: 24 hours for Creative Arts
- per year: 12 hours Performing Arts, 12 hours Visual Arts

## YEAR ONE

## CREATIVE ARTS: PERFORMING ARTS

## TERM 1 (3 HOURS)

Concept / Content / Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet)</li> <li>• Travelling (consider direction, weight, levels) and freezing:               <ul style="list-style-type: none"> <li>◦ in personal (own) and general (shared) space in movement</li> </ul> </li> <li>• <b>Name games (e.g. using clapped rhythms and body percussion to explore the meter/accent of the names)</b></li> <li>• Concentration and listening games</li> <li>• Voice warm up, using humming</li> <li>• Action songs to accompany physical warm ups</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• <b>Short rhythm patterns using body percussion</b></li> <li>• Locomotor and non-locomotor movements, individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Rhythms using body percussion</li> <li>• Songs, in unison, in tune and in time to accompaniment of the group</li> <li>• <b>Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects</b></li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus of this term would be on movement and rhythms.</b></p> <p>⇒ <b>Name game</b> in groups. Learners say their names with an appropriate rhythm based on the syllables of the name</p> <p>⇒ Short <b>rhythm patterns</b> using body percussion and the rhythms explored in the name game. Body percussion is added to enhance the rhythm. Explore the following: clapping of hands, fingers, upper legs, etc. Focusing on learners listening to each other's rhythms and mimicking each other, playing in unison, varying tempo and volume.</p> <p>⇒ <b>Movement sentences</b>, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects. Use imagery such as crawl like a worm, slither like a snake, fly like a bird, etc. The rhythm patterns explored in the previous activity can be integrated into movements – explore levels, direction and weight.</p>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath)</li> <li>• Rolling up and down the spine</li> <li>• <b>Creative games combining music and movement (e.g. physical movements to describe high/low notes)</b></li> <li>• Rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• <b>Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found instruments</b></li> <li>• Movement responses to sound pictures (considering levels, directions, rhythms and weights of movement)</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• <b>Songs to demonstrate difference in pitch and note values, using voice and found and natural instruments</b></li> <li>• Rhythmic patterns using body percussion or percussion instruments</li> <li>• Movement sentences, using units of action: travelling, stillness and gesture (considering levels, directions and weights of movement) in pairs, using call and echo, or meeting and parting</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus of this term would be on music and movement.</b></p> <p>⇒ <b>Creative games</b> combining music and movement (e.g. physical movements to describe high/low notes), mimicking of sounds in the environment combined with appropriate movements. Using verbal dynamics to depict wind blowing in the trees, the high and lows of a theme park adventure ride. Explore action songs where learners must touch their toes, knees, noses, etc.</p> <p>⇒ <b>Sound pictures</b> based on themes (a thunderstorm, a train journey) using voice, body and found instruments.</p> <p>⇒ <b>Songs</b> to demonstrate difference in pitch and note values, using voice and found and natural instruments. Explore tonic solfa, practise singing from <i>do</i> to <i>so</i> and from <i>so</i> to <i>do</i>.</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Rolling up and down the spine and side bends</li> <li>• <b>Concentration and focus games</b></li> <li>• Sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions)</li> <li>• <b>Voice warm ups (e.g. humming, yawning and sighing)</b></li> <li>• Call and response games in speaking</li> <li>• Action songs (doing actions related to the specific rhythms of the song)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Movement responses to different types of music</li> <li>• <b>Movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement)</b></li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• <b>Building a drama from a stimulus: Develop storyline (beginning/ middle/ end).</b></li> <li>• Sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama</li> <li>• Please note, the drama activity will develop over two terms and is completed in term</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus of this term would be the development of a classroom drama.</b></p> <p>⇒ <b>Concentration and focus games</b> such as mirror games, etc.</p> <p>⇒ <b>Voice warm ups</b> (e.g. humming, yawning and sighing). Vocal warm ups could include articulation exercises, singing, working with poems, etc.</p> <p>⇒ <b>Movement sequences</b> exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement). Combine movement and sound to convey the meaning of words e.g. rustle, quiver, swish, explode, etc. Explore words depicting locomotion, direction and antonyms such as up/down.</p> <p>⇒ <b>Building a drama from a stimulus:</b> Develop storyline (beginning/ middle/ end). Use pictures, objects, words, stories, newspaper articles, real life situations as stimulus to develop a drama. Focus on the 'WHAT' ? - question. What is happening? How the story begins and ends? Start off with an improvisation to develop the framework of the drama.</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Posture games: exploring neutral posture</li> <li>• Body part isolations and stretching as part of imaginative experiences</li> <li>• <b>Trust and listening games (such as blindfolding and leading a partner, etc.)</b></li> <li>• Body percussion "songs" in unison and in canon</li> <li>• Musical games focusing on numeracy and literacy (such as number songs and rhymes)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• <b>Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression</b></li> <li>• Physical shapes using gesture, posture and balance (balancing on different body parts)</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• <b>Building a drama from a stimulus</b></li> </ul> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>○ <b>storyline</b></li> <li>• <b>Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama</b></li> <li>• Songs to improve in-tune singing, related to the themes of the drama</li> </ul> <p>Please note, the drama activity will develop over two terms and is completed in term 4</p>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus of this term is on developing the drama activity from the previous term that culminates in a classroom performance at the end of the term.</b></p> <p>⇒ <b>Trust and listening games</b> (such as blindfolding and leading a partner, etc.)</p> <p>⇒ <b>Mime</b> using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression</p> <p>⇒ <b>Building a drama from a stimulus</b> (the drama that was developed during term 3, is now rehearsed and polished into a performance)</p> <ul style="list-style-type: none"> <li>○ Consider: storyline</li> </ul> <p>⇒ <b>Sound pictures</b> using instruments (body percussion, self-made, found, traditional) to create an appropriate soundtrack for the drama. The sound picture could depict a storm, a train coming, or could be rhythms that are associated with each character.</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images related to other academic subjects such as Life Skills (Social Sciences), Languages, Mathematics, etc.</li> </ul>
<b>Create in 2D, linking to Life Skills (Social Sciences), Languages, Mathematics, etc.</b>	<ul style="list-style-type: none"> <li>Drawing and/or colour media: exploring a variety of media and techniques</li> <li>Art elements: primary and secondary colours used in own images related to other academic subjects such as Life Skills (Social Sciences), Languages, Mathematics, etc.</li> </ul>
<b>Create in 3D, linking to Life Skills (Social Sciences), Languages, Mathematics, etc.</b>	<ul style="list-style-type: none"> <li>Skills and techniques: earthenware clay and other types of clay</li> <li>Art elements: texture, shape/form used in own models of own images related to other academic subjects such as Life Skills (Social Sciences), Languages, Mathematics, etc.</li> <li>Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed</li> <li>Appropriate use of tools</li> </ul>
<b>Resources / Note to teacher</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware or other clay	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects related to Social Sciences such as the SA flag, maps, the globe, planets, routes and different types of transport, aspects of the environment, or portraits of leaders. Discuss and explore art elements such as line, primary and secondary colours. Discuss the emotions that the pictures evoke. Use the South African flag to explore colours.</p> <p>⇒ <b>Create in 2D:</b> Drawing or painting a portrait of a SA leader. Learners look at a photograph; focus on the shape of the eyes, mouth, ears, etc. Learners are encouraged to draw what they see.</p> <p>⇒ <b>Create in 3D: Work with clay.</b> Start building a sculpture of a SA leader. Start with the bottom and build the statue up. Decorate the sculpture by using colour and pattern.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making</li> </ul>
<b>Create in 2D, creative lettering and/ or pattern-making</b>	<ul style="list-style-type: none"> <li>Drawing and/or colour media: exploring a variety of media and techniques</li> <li>Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series</li> </ul>
<b>Create in 3D, interior decorating pieces or garden decorating objects</b>	<ul style="list-style-type: none"> <li>Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>Art elements: texture, shape/form used in own construction of interior decorating pieces or garden decorating objects</li> <li>Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of, interior decorating pieces or garden decorating objects</li> <li>Appropriate use of tools</li> </ul>
<b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects with lettering and patterns. Show patterns that are prevalent in African art and culture, such as the Ndebele art. Take learners for a walk outside to explore patterns in nature. Explain that patterns are developed by repetition of the same shape.</p> <p>⇒ <b>Create in 2D:</b> Design own patterns by exploring line, shape and colour. The technique of potato print could be used to design gift-wrap or lettering to make a photo frame.</p> <p>⇒ <b>Create in 3D:</b> Explore skills like pasting, cutting, tying and wrapping. Use recyclable materials. Create any interior decorating pieces like pots, vases, etc. or garden decorating pieces like plant containers.</p>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of domestic animals</li> </ul>
<b>Create in 2D, domestic animals and their environment</b>	<ul style="list-style-type: none"> <li>Drawing and/or colour media: exploring a variety of media and techniques</li> <li>Art elements: use related colour in own images of domestic animals</li> </ul>
<b>Create in 3D, domestic animals</b>	<ul style="list-style-type: none"> <li>Skills and techniques: earthenware clay or any other type of clay</li> <li>Art elements: texture, shape/form reinforced through own modelling of domestic animals</li> <li>Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides</li> <li>Appropriate use of tools</li> </ul>
<b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects of domestic animals including cats, dogs, birds or any other animals that the learners are familiar with as pets.</p> <p>⇒ <b>Create in 2D:</b> Draw or paint pictures of animals. Learners look at a photograph; focus on the shape, size and colour of the animal. Learners are encouraged to draw what they see (observational drawing). Learners use related colour in own images of domestic animals.</p> <p>⇒ <b>Create in 3D:</b> Work with clay. Start building a sculpture by starting with a ball of clay. Learners make the different parts of the body. Stick the parts together and smooth the jointed areas with water. Decorate the sculpture by using colour and pattern.</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world</li> </ul>
<b>Create in 2D, the natural world</b>	<ul style="list-style-type: none"> <li>Drawing and/or colour media: exploring a variety of media and techniques</li> <li>Art elements: reinforce secondary and related colour in own images of the natural world</li> </ul>
<b>Create in 3D, a kite or dream catcher</b>	<ul style="list-style-type: none"> <li>Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>Art elements: texture, shape/form, colour reinforced through use in own construction</li> <li>Spatial awareness: reinforce conscious awareness of extending parts of models into space</li> <li>Appropriate use of tools</li> </ul>
<p><b>Resources / Note to teacher</b></p> <p>Resources Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and pictures related to the natural world. Explore colours, shapes and textures that can be observed in nature. Teacher analyses and discusses paintings of scenes of nature, e.g. how the artist depicts the wind that blow, dark stormy clouds, sunshine on a raindrop, etc.</p> <p>⇒ <b>Create in 2D: Drawing or paint pictures of scenes of the natural world.</b> Reinforce the use of colours, textures and contrasts in own images.</p> <p>⇒ <b>Create in 3D: Create a kite.</b> Draw a design on paper. Paint it with bright colours, explore patterns. Make a few small holes and thread the stick through the holes. Tie string to the one end of the stick. <b>Make a dream catcher:</b> use natural and found materials. Draw a picture of the design on a piece of paper. Twist a piece of strong grass or a twig into a circle. Weave a piece of string back and forth across the circle. Decorate it with feathers, beads and shells.</p>	

Concept/ Content/ Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• <b>Active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet)</b></li> <li>• Travelling (consider direction, weight, levels) and freezing:               <ul style="list-style-type: none"> <li>○ in games</li> </ul> </li> <li>• Concentration and listening games</li> <li>• Creativity games (e.g. using props in turn as anything but what they are)</li> <li>• Voice warm up, using humming</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Short rhythm patterns using body percussion and/or percussion instruments</li> <li>• <b>Locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery</b></li> <li>• Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping note values</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Rhythms using body percussion and/or percussion instruments</li> <li>• Songs, in unison, in tune and in time to accompaniment of the group</li> <li>• <b>Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects</b></li> <li>• Animation (bringing to life) of objects (props, puppets) to portray a character or tell a simple story</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus during this term for this lesson activity is on movement /dance:</b></p> <p>⇒ Active <b>relaxation in stillness and movement</b> (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet). Each learner stands in own space, imagine they are shaking off a sticky substance from their bodies, start off with shaking fingers, proceed to hands, arms, shoulders, rest of the body.</p> <p>⇒ <b>Locomotor and non-locomotor movements</b>, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery, e.g. start with learners standing in a circle; create a sequence of four slides with two counts per slide and then eight skips.</p> <p>⇒ Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects, e.g. some groups explore different movement combinations such as <b>jumps, turns, gallops and swings</b>. Other groups could explore movement combinations consisting of <b>twisting, skipping, stretching and reaching and pulling</b>. Two groups combine their different movement sentences to form one unique movement sentence, adding different levels to selected sections and explore changing direction.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath)</li> <li>• Rolling up and down the spine</li> <li>• Body part isolations in warm ups as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.)</li> <li>• Directional games in general space</li> <li>• Call and response games (e.g. call and response songs with movements)</li> <li>• <b>Rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres)</b></li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• <b>Instruments using found objects (e.g. stones, cans, seeds, pipes, bottles etc.)</b></li> <li>• Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms).</li> <li>• Movement responses to sound pictures (considering levels, directions, rhythms and weights of movement)</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Songs to demonstrate difference in pitch and note values, using voice and found and natural instruments,</li> <li>• <b>Rhythmic patterns using body percussion or percussion instruments</b></li> <li>• Movement sentences, using units of action: travelling, stillness and gesture (considering levels, directions and weights of movement) in pairs, using call and echo, or meeting and parting</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term could be on exploration of rhythms using own (self-made) instruments.</b></p> <p>⇒ <b>Rhythm games</b> (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres). Follow the leader; teacher claps a rhythmic pattern for the class, the learners answer with their own rhythmic pattern. Develop this activity by dividing class into pairs, one learner claps a rhythmic pattern and the partner answers with the same pattern and adding his/her own pattern.</p> <p>⇒ <b>Instruments using found objects</b> (e.g. stones, cans, seeds, pipes, bottles etc.). Learners are introduced to a variety of traditional Western and indigenous instruments ranging from triangles, tambourines, drums, recorders, guitars, cymbals, marimbas, etc. Learners explore the different sounds that are produced by these instruments. They are tasked to create their own instruments using found objects, e.g. shakers using empty plastic containers filled with rice, sand, beans, etc.; wind instruments using drinking straws cut in different lengths, etc.</p> <p>⇒ <b>Rhythmic patterns using body percussion or percussion instruments.</b> Learners clap different rhythms, using percussion instruments (they could use their self-made instruments). This activity could develop into call and response songs and games – the teacher divides the class into a calling and response group. Each group learns part of the song. Add a drum to accompany the song (e.g. Shosholoza).</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Rolling up and down the spine and side bends</li> <li>• Floor work, including rounding and lengthening the spine and stretching, sitting and lying down</li> <li>• Body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head)</li> <li>• Concentration and focus games</li> <li>• <b>Voice warm ups (e.g. humming, yawning and sighing)</b></li> <li>• Call and response games (in speaking, singing and movement)</li> <li>• Action songs (doing actions related to the specific rhythms of the song)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Movement responses to different types of music, exploring how mood of music informs mood of movement, and vice versa</li> <li>• Movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences</li> <li>• <b>Exploring Characters, using props as stimulus. (Ask: "Who would use this prop? How would they use it? Why would they use it?") Consider body language, posture and gesture.</b></li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• <b>Building a drama from a stimulus: characters (connect to the above section). Develop storyline (beginning/ middle/ end), characters, space and time through mimed action</b></li> <li>• Songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama.</li> <li>• Sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce characters (considering dynamics, pitch, timbre and tempo)</li> </ul> <p><i>This activity stretches over two terms and will be completed in term 4</i></p>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term would be on developing a storyline and characters for a drama performance to be completed in term 4.</b></p> <p>⇒ Lesson commences with <b>vocal warm-up activities</b> to ensure learners' voices are adequately warmed-up. The focus of this term would be on drama and learners would need to use their voices effectively without straining them. Warm-ups could include humming, articulation exercises and exercises to develop a clear strong vocal tone.</p> <p>⇒ The learners are divided into groups. Each group is allocated a number of props such as a pair of sunglasses, a hat, an umbrella, a mask, etc. Learners are tasked to develop <b>characters, using the props as stimulus</b>. (Ask: "Who would use this prop? How would they use it? Why would they use it?") Consider body language, posture and gesture.</p> <p>⇒ Learners then proceed to <b>build a drama from a stimulus</b> explored in the previous activity, using the characters they developed. As part of a brainstorming activity, they develop a storyline (beginning/ middle/ end), characters, space and time through mimed action.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• <b>Posture games: character's postures</b></li> <li>• Different kinds of jumps (with soft landings) and other travelling movements</li> <li>• Trust and listening games (such as blindfolding and leading a partner, etc.)</li> <li>• Body percussion "songs" in unison and in canon</li> <li>• Musical games focusing on numeracy and literacy (such as number songs and rhymes)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression</li> <li>• <b>Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels)</b></li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• <b>Building a drama from a stimulus (continue from term 3)</b> Consider: <ul style="list-style-type: none"> <li>○ introducing and resolving conflict</li> <li>○ storyline, characters, space and time</li> </ul> </li> <li>• Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama</li> <li>• Songs to improve in-tune singing, related to the themes of the drama</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term would be on continuation of the drama activity, culminating in the drama performance.</b></p> <p>⇒ <b>Posture games: character's postures.</b> Learners focus on the physical characterisation of the characters they will portray in the drama. With teacher direction and guidance, learners explore different postures of characters, focusing on age, attitude of the character, profession and purpose of the character.</p> <p>⇒ <b>Group tableaux (frozen pictures)</b> in response to locations and/or themes (considering focus and levels). In groups the learners explore the key moments of their drama explored during term three. There may be three or four key moments depicting the middle, climax and end of their story and different locations. These moments are then shown as a photograph or frozen pictures depicting the essence of the action. Explore different levels, formations, facial expressions and postures in the frozen picture (tableaux).</p> <p>⇒ <b>Building a drama from a stimulus.</b> Learners continue to develop the drama they initiated in groups during term three. They develop the drama by focusing on the following: <ul style="list-style-type: none"> <li>○ introducing and resolving conflict</li> <li>○ storyline, characters, space and time</li> <li>○ sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama</li> <li>○ songs to improve in-tune singing, related to the themes of the drama</li> </ul> </p> <p>This activity is a continuation of the third term. It is to be completed during the fourth term.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images related to other academic subjects such as Life Skills (Economic Management and Sciences), Natural Sciences and Technology, etc.</li> <li>• Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images related to other academic subjects such as Life Skills (Economic Management and Sciences), Natural Sciences and Technology, etc.</li> </ul>
<b>Create in 2D, images related to other academic subjects such as Life Skills (EMS), Natural Sciences and Technology, etc.</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: primary and secondary colour used in own images of self and others</li> <li>• Design principles: contrast used in own images of self and others</li> </ul>
<b>Create in 3D, images related to other academic subjects such as Life Skills (EMS), Natural Sciences and Technology, etc.</b>	<ul style="list-style-type: none"> <li>• Skills and techniques: earthenware or other clay</li> <li>• Art elements: texture, shape/form used in the image explored in topic 1 (as derived from subjects such as Life Skills (EMS), Natural Sciences and Technology, etc.)</li> <li>• Design principles: use of contrast, e.g. in shapes and sizes of components of own model</li> <li>• Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed</li> <li>• Appropriate use of tools</li> </ul>
<b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware or other clay.	
<p><b>Example of a lesson activity:</b></p> <p>⇒ Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects related to objects they could create to be sold at the Market Day as part of EMS (Life Skills).</p> <p>⇒ Observe and discuss visual stimuli in photographs and real objects to identify art elements such as line, colour, texture and name contrast in images related to other academic subjects such as Life Skills (Economic Management and Sciences).</p> <p>⇒ Design objects to be made for market day, exploring a variety of media and techniques</p> <p>⇒ Ensure that the drawing shows contrast in colour or tone or texture.</p> <p>⇒ Create any object that could be sold at your market day.</p> <p>⇒ The object could range from a beaded necklace, bracelet to a basket or any other object that will be a best seller.</p> <p>⇒ The beads could be rolled with paper or clay beads can be created.</p>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making</li> <li>• Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in lettering and/or pattern-making</li> </ul>
<b>Create in 2D, creative lettering and/ or pattern-making</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series</li> <li>• Design principles: contrast used in own shapes and sizes of lettering and/or pattern</li> </ul>
<b>Create in 3D, mobiles</b>	<ul style="list-style-type: none"> <li>• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>• Art elements: texture, shape/form used in own construction of mobile</li> <li>• Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of own mobile</li> <li>• Spatial awareness: conscious use of space, e.g. front, back and sides of objects for mobile to be completed</li> <li>• Appropriate use of tools</li> </ul>
<p><b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p><b>Visual literacy:</b></p> <p>⇒ Find examples of artistic lettering and or pattern-making. Internet/textbooks/art books/material/wrapping paper.</p> <p>⇒ Discuss the examples and make learners aware of the different art elements.</p> <p><b>Create in 2D:</b></p> <p>⇒ Create a fun poster using letters from magazines or cut the letters from cardboard.</p> <p>⇒ Use different fonts and sizes to make your design interesting.</p> <p>⇒ Learners can also create with the letters of their name or surname or use certain words that they find useful in certain settings.</p> <p>⇒ Draw interesting patterns around the words to enhance the contrast with the letters.</p> <p>⇒ Learners can also use scribbling patterns created with closed eyes, then swop with a partner and find a letter or an object in the scribble and continue working on it.</p> <p><b>Create in 3D:</b></p> <p>⇒ Creating a mobile can vary from birds or butterflies to insects or fish</p> <p>⇒ Learners will use the skills like tying /pasting /cutting/wrapping/joining.</p> <p>⇒ The size /balance and weight of the objects are important.</p> <p>⇒ Assist the learners with the structure and make sure that they look at it from all sides. It should look interesting from all sides.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild animals</li> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images of wild animals</li> </ul>
<b>Create in 2D, wild animals and their environment</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: use related colour in own images of wild animals</li> <li>• Design principles: reinforce use of contrast and proportion through own images of wild animals</li> </ul>
<b>Create in 3D, wild animals</b>	<ul style="list-style-type: none"> <li>• Skills and techniques: earthenware clay or any other type of clay</li> <li>• Art elements: texture, shape/form reinforced through own modelling of wild animals</li> <li>• Design principles: reinforce conscious use and naming of contrast and proportion in own models of wild animals</li> <li>• Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides</li> <li>• Appropriate use of tools</li> </ul>
<b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay	
<p><b>Example of a lesson activity:</b></p> <p><b>Create in 2D</b></p> <p>⇒ After looking at pictures or photographs of wild animals, allow the learners to move around like the animal of their choice.</p> <p>⇒ Discuss where the animal will be, will it be in a dark forest- walking in the bush-running in the dessert-does it live in the sea-does it jump in the branches of trees?</p> <p>⇒ Learners draw the outline of an animal and fill the page, using related colours that are next to or near to each other on the colour wheel.</p> <p>⇒ Choose two related colours and a contrasting colour for the background as discussed.</p> <p><b>Create in 3D</b></p> <p>⇒ Learners develop a 3D work from their drawing or from a new picture or photograph.</p> <p>⇒ They are guided to consider the movement of the animal -standing, sleeping, jumping, running, sitting.</p> <p>⇒ Explore the proportions of the animal.</p> <p>⇒ Start by wedging your clay - pinch, roll and squeeze the clay to form the animal.</p> <p>⇒ Add texture and features like teeth, eye, ears, trunks and tails. Explore the sculpture from different angles and keep checking the proportions - thick legs thin necks etc.</p> <p>⇒ Learners reflect on their artworks: title of my work/which materials did I use/what I liked about my artwork was...../what was difficult?</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world</li> <li>• 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.</li> </ul>
<b>Create in 2D, the natural world</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: reinforce secondary and related colour in own images of the natural world, including tints and shades</li> <li>• Design principles: reinforce use of contrast and proportion in own images of the natural world</li> </ul>
<b>Create in 3D, a bird feeder</b>	<ul style="list-style-type: none"> <li>• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>• Art elements: texture, shape/form, colour reinforced through use in own construction</li> <li>• Spatial awareness: reinforce conscious awareness of extending parts of models into space</li> <li>• Appropriate use of tools</li> </ul>
<p><b>Resources:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Recyclable materials: cardboard ,paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p>Allow learners to find a picture of a scene in nature that they would like to paint. Find and describe two contrasting lines/shapes/colours/textures/tones in the pictures.</p> <p><b>Create in 2D</b></p> <p>⇒ Learners are guided to plan their pictures of plants or lush vegetation. Plants that are near should be drawn bigger, at the bottom of the page. Those farther away should be smaller and higher up on the page.</p> <p>⇒ Do not leave empty spaces. Once the drawings have been completed, learners start with painting the pictures.</p> <p>⇒ Mix the red, yellow and blue to create different browns for the tree-trunks and different shades of green for the plants.</p> <p><b>Create in 3D</b></p> <p>⇒ Teachers shows different bird-feeders (real and pictures / photographs) to learners</p> <p>⇒ Learners could make use of recyclable materials or wood or even clay to create their bird-feeders</p> <p>⇒ They decide on the shape, teacher guides them on the functionality of the bird-feeder.</p> <p>⇒ Allow learners to complete the feeder and put it out in the garden to test the functionality.</p>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• <b>Rhythm games using body percussion and movement</b></li> <li>• Physical warm up for co-ordination and control (including spinal warm up, body part isolations, arm swings, etc.)</li> <li>• Vocal warm up (including breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc.)</li> <li>• Singing warm up (including South African songs in unison, in canon and/or with actions)</li> <li>• Concentration and focus games, using travelling and freezing, to music</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)</li> <li>• <b>Mimed actions, using the five senses (seeing, hearing, tasting, touching, smelling)</b></li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Movement sequences exploring contrasts including contrasts in time (slow/quick), levels (high/medium/low), direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light)</li> <li>• Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force</li> <li>• <b>Musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns</b></li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus during this term for this lesson activity is on be movement /dance and music:</b></p> <p>⇒ <b>Rhythm games using body percussion and movement.</b> Explore movement by running, walking, glide, crawling, bouncing. Combine with body percussion in the following ways: stomping of feet, clapping hands, slapping thighs, clicking fingers. This activity could be further explored as a gumboot dancing activity.</p> <p>⇒ <b>Mimed actions, using the five senses.</b> Teacher facilitates an activity to explore the five senses; learners feel, smell, see, taste and listen to sounds related to different objects. Learners show imaginary objects through mime and create a short play by doing mimed action. Remind learners to use facial expression to show how they experience certain objects through their senses.</p> <p>⇒ <b>Musical phrases with voice and/or instruments</b> that explore contrasts in dynamics (loud and soft); pitch (higher and lower notes) and rhythmic patterns. Sing a few songs together as class, then proceed to sing songs in canon and in call and response. This activity could be combined with the rhythm games and body percussion explored in the first activity.</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• <b>Physical warm up for co-ordination and control (including floor work, body part isolations, knee bends and rises)</b></li> <li>• Vocal warm up (including breathing awareness exercises, sliding sighs, consonants, using wide range of notes sliding from high to low)</li> <li>• <b>Singing warm up (including South African songs in unison, canon, and call and response)</b></li> <li>• Sensory games responding to aural, oral, visual, tactile and kinaesthetic stimuli</li> <li>• Spatial awareness games (including lunges, arm swings, transfers of weight, etc.)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• <b>Movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances</b></li> <li>• Combinations of two or more movements with a partner</li> <li>• Melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast.</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Mime sequence using sensory detail and emotional expression, and showing weight, size and shape</li> <li>• <b>Dance sequence exploring the movement range of each body part</b></li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus during this term for this lesson activity is on music and dance.</b></p> <p>⇒ <b>Physical warm up for co-ordination and control</b> (including floor work, body part isolations, knee bends and rises). Teacher could use imagery to guide learners through the activity, e.g., 'you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up', etc. During the activity each body part is focused on to develop co-ordination and control.</p> <p>⇒ <b>Movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances</b> : Teacher guides learners in doing jumps, lunges, balancing activities and ways to transfer weight from on body part to another. Learners divide into groups of four to six. They explore different ways to combine the movements they have explored, experimenting with different kinds of lunges, jumps, and ways to balance as well as to transfer the weight from one body part to another.</p> <p>⇒ <b>Dance sequence exploring the movement range of each body part:</b> Discuss and experiment with different dances like Hip Hop, Pantsula, Langarm, Toyi-Toyi, Maypole, exploring different cultural contexts. During the dance teacher makes the learners aware of key words such as parallel, symmetry and distance.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>Physical warm up for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises)</li> <li><b>Vocal warm up (including breathing awareness exercises, harmonising of vowels on different notes)</b></li> <li>Singing warm up (including South African songs in unison, canon, two-part harmony, and call and response)</li> <li>Trust games, in pairs and small groups (e.g. sharing body weight, and other)</li> <li>Cool downs (including stretches and flowing movements)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>Musical phrases, in pairs, using repetition, accent, call and response, and/or echo</li> <li>Balancing in different ways on one leg, alone and with a partner</li> <li><b>Partner skills such as copying, leading, following and mirroring</b></li> <li>Movement phrases in pairs using 'question and answer' and 'meeting and parting'</li> <li><b>Pair role-plays, using appropriate language, movement, facial expression and gesture</b></li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li><b>Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution)</b></li> </ul>

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).

Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus during this term for this lesson activity is on role play.**

⇒ **Vocal warm up (including breathing awareness exercises, harmonising of vowels on different notes)** : Start off with standing in the neutral position, focusing on the correct posture, develop breathing capacity and control by doing breathing activities, proceed to articulation activities focusing on the correct formation of the words.

⇒ **Partner skills such as copying, leading, following and mirroring.** Learners are divided into pairs. Each learner works with a partner and imitates the movement made by the other, or mirrors the movements made. The focus is on developing concentration and observational skills.

⇒ **Pair role-plays,** using appropriate language, movement, facial expression and gesture. Learners remain in their pairs. Each pair is allocated a short dialogue of four lines, depicting a scenario. They are tasked to take on the role of a character and learn the four lines (two lines each). They practise performing the dialogue for a few times and then add their own dialogue to develop the scenario.

⇒ **Group role-play using characters created in Topic 2:** The two pairs match up so that there are four learners (roles) per group. Learners are tasked to find ways to combine the two role-plays. They can change the dialogue to suit the newly created role-play. They should focus on developing a story with a beginning, middle section and an end. They practice the role-play for a few times with teacher's guidance and perform it as a classroom drama.

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Physical warm ups for strength and flexibility (including spinal rolls, swings, floor work and body part isolations)</li> <li>• Vocal warm ups (including strengthening articulation through rhymes and tongue twisters)</li> <li>• Singing warm ups (including South African songs in unison, and two-part harmony)</li> <li>• Call and response games</li> <li>• <b>Group awareness games (such as creating a machine through complementary movements)</b></li> <li>• Cool downs (including stretches and flowing movements)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• <b>Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners</b></li> <li>• Short music piece, combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually</li> <li>• Singing a song in two or three parts</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus during this term for this lesson activity is on drama and dance.</b></p> <p>⇒ Class is divided into groups of four and five. Teacher guides them in doing <b>group awareness games</b> (such as creating a machine through complementary movements). They focus on aspects such as rhythm, dynamics, levels, adding sound effects, etc.</p> <p>⇒ <b>Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners.</b> Teacher leads classroom discussion on some social, cultural or environmental issue to stimulate the development of an improvisation such as pollution, human rights, etc. in groups learners develop a short storyline highlighting their selected issue of concern. Using key word (What? Where? When? How?, they develop an improvisation and perform it to the rest of the class.</p> <p>⇒ Teacher assists learners in shaping and refining their classroom improvisation on a selected issue of concern. These improvisations are developed into <b>Drama/dance presentation, reflecting a social, cultural or environmental issue</b> relevant to learners To enrich the improvisation learners are guided to add and use selected tableaux, movement, poetry and speaking/singing in unison or individually.</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action</li> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify images of the human body in action</li> </ul>
<b>Create in 2D, images of self and others in local environment</b>	<ul style="list-style-type: none"> <li>Drawing and/or colour media: exploring a variety of media and techniques</li> <li>Art elements: use of complementary colour in own images of self and others in local environment</li> <li>Design principles: emphasis (focal point) used in own images of self and others in local environment</li> </ul>
<b>Create in 3D, self and others in local environment.</b>	<ul style="list-style-type: none"> <li>Skills and techniques: earthenware and other clay</li> <li>Art elements: reinforce texture, shape/form in own models of human figure</li> <li>Design principles: introduce emphasis in own models of human figure</li> <li>Spatial awareness: reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed</li> <li>Appropriate use of tools</li> </ul>
<b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual Literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and real objects related to the human body in action. Learners look at photographs, pictures and discuss it with a partner. Learners are supported to identify complementary colours and the focal point (emphasis) in the pictures.</p> <p>⇒ <b>Create in 2 D:</b> Drawing or painting friends playing a game of sports. Learners look at photographs/pictures and focus on colours, shapes, overlapping shapes, emphasis (focal point).</p> <p>⇒ <b>Create in 3D:</b> Work with clay. Learners make a model of two figures in action. They are guided to complete the front, back and sides of the model. Art elements are used such as texture, shapes and colour.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in pattern-making and African body adornment</li> </ul>
<b>Create in 2D, creative lettering and/ or pattern-making</b>	<ul style="list-style-type: none"> <li>Drawing and/or colour media: exploring a variety of media and techniques</li> <li>Art elements: Use complementary colour in pattern-making as surface decoration</li> <li>Design principles: use emphasis in colours, shapes and sizes of lettering and/or pattern</li> </ul>
<b>Create in 3D, African body adornment</b>	<ul style="list-style-type: none"> <li>Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>Art elements: use line, shape, colour in own surface decoration of body adornment</li> <li>Design principles: use emphasis in own work, e.g. the visual focus of the body adornment</li> <li>Spatial awareness: reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space</li> <li>Appropriate use of tools</li> </ul>
<p><b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay.</p> <p>Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual Literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs/pictures/videos of a variety of art works such as murals depicting different patterns, as well as images of African body adornment. Learners work in pairs and discuss how the art elements such as line, colour and shape are used in patterns and African body adornment.</p> <p>⇒ <b>Create in 2D:</b> Use letters and patterns of different shapes and sizes explored in the previous exploratory activity to decorate a surface. Design a mural focusing on pattern-making and complementary colours. Learners are guided to use different drawing and / or colour media.</p> <p>⇒ <b>Create in 3D:</b> Learners observe a variety of photographs and pictures of masks or other examples of African body adornment (jewellery, head pieces, etc.) of different size and shapes. They are guided to make their own mask or piece of body adornment using skills like pasting, cutting, wrapping, tying, joining various recyclable materials.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc.</li> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc.</li> </ul>
<b>Create in 2D, reptiles, insects, etc. in their environment</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: reinforce relevant art elements through use in own images of reptiles, insects, etc.</li> <li>• Design principles: reinforce design principle emphasis through use in own images of reptiles, insects, etc.</li> </ul>
<b>Create in 3D, reptiles, insects, etc.</b>	<ul style="list-style-type: none"> <li>• Skills and techniques: earthenware clay</li> <li>• Art elements: reinforce texture, shape/form through modelling own reptiles, insects, etc.</li> <li>• Design principles: reinforce emphasis through use in own models of reptiles, insects, etc.</li> <li>• Spatial awareness: 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</li> <li>• Appropriate use of tools</li> </ul>
<b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay (e.g. plasticine)	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual Literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs/pictures/real objects (if possible) of a variety of reptiles and insects. Teacher leads a guided discussion to identify and explore art elements as observed in the images.</p> <p>⇒ <b>Create in 2D:</b> The learners look at images of insects and reptiles. Drawing/paint insects or reptiles. Teacher guides learners to create emphasis (point of focus) in their art works by using contrasting colours,</p> <p>⇒ <b>Create in 3D:</b> Make a sculpture of an insect or reptile from clay/ make use of form, textures, and colour. Learners work with balls of clay that are moulded into the body parts of the insect or reptile. They could use toothpicks or a pencil to carve out details such as texture of the skin, the mouth and the eyes.</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical)</li> <li>• Observe and discuss visual stimuli in photographs and real objects to identify and name examples of contrast and proportion found in images of things that fly (natural or mechanical)</li> </ul>
<b>Create in 2D, things that fly (natural and mechanical)</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: overview of use of appropriate art elements found in own images of things that fly (natural or mechanical)</li> <li>• Design principles: reinforce emphasis in own images of things that fly (natural or mechanical)</li> </ul>
<b>Create in 3D, things that fly</b>	<ul style="list-style-type: none"> <li>• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>• Art elements: reinforce texture, shape/form, colour through own construction of things that fly (natural or mechanical)</li> <li>• Design principles: reinforce contrast and proportion through use in own construction</li> <li>• Spatial awareness: 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</li> <li>• Appropriate use of tools</li> </ul>
<p><b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay.</p> <p>Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p>⇒ <b>Visual Literacy:</b> Observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical). Teacher could hold brief discussion on the principles of flight, the shape of an aeroplane's wings and the way the air flows over them, etc. Learners look at pictures of hot air balloons, helicopters, different birds of different sizes, etc. Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.</p> <p>⇒ <b>Create in 2D:</b> Each learner look again at a photograph of a bird and draw the shape of the bird with a pencil, they are reminded that the drawing should fill the whole page. Learners proceed to colour the bird using chalk pastels, blending colours into each other using their fingers. Texture of the feathers is shown with different pastel marks.</p> <p>⇒ <b>Create in 3D:</b> Learners create a flying sculpture. Work with wire, natural and recycled materials. Decorate the sculpture by using feathers, beads, buttons, etc.</p>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Body percussion games (including in unison, in canon)</li> <li>• Physical warm ups for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences)</li> <li>• Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song)</li> <li>• Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response).</li> <li>• Concentration and focus games (using freezing/travelling, and sensory awareness)</li> <li>• Cool downs (including stretches and flowing movements)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Music phrases with voice and/or instruments, exploring dynamics, tempo and pitch</li> <li>• Sound pictures using found and made instruments of different tone colour and pitch to express a mood or idea</li> <li>• Movement sequences inspired by sound pictures to express a mood or idea</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>• clear plot and credible characters</li> <li>• highlighting key moments</li> <li>• using space</li> <li>• Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term would be on drama and music</b></p> <p>⇒ Body percussion games (including in unison, in canon)</p> <p>⇒ Physical warm ups for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences. Use animal characters from folktales (shark, monkey, donkey, hare, lion)</p> <p>⇒ Sound pictures using found and made instruments of different tone colour and pitch to express a mood or idea. Use the idea and mood from the characters in the African folktale</p> <p>⇒ An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation</p> <p>Consider:</p> <ul style="list-style-type: none"> <li>○ clear plot and credible characters</li> <li>○ highlighting key moments</li> <li>○ using space</li> </ul> <p>⇒ Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character</p> <p>⇒ Different groups doing different parts of the improvised drama - link up with language – use their texts for folktale to save time</p>	

Concept/ Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Physical warm ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences)</li> <li>• Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.)</li> <li>• Singing warm ups (including traditional songs in unison, canon, two-part harmony, and/or call and response)</li> <li>• Spatial awareness games (including lunges, jumps, arm swings, etc.)</li> <li>• Cool downs (including stretches and flowing movements)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Movement sequences, using elements of dance, including time: rhythms; space</li> <li>• Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Select a cultural dance; observe and discuss the steps of the dance in recorded or live performance; rehearse the cultural dance for presentation</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>○ patterns, repetition and sequencing in the dance</li> <li>○ musical accompaniment to the dance, focusing on rhythm</li> <li>○ performance area and audience arrangement</li> </ul> <ul style="list-style-type: none"> <li>• Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance</li> </ul> <p>(NOTE: Class to divide in half, some to dance, others to perform music, and then swop) The cultural dance performance combined with the drumming could be done with the African folktale performance.</p>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term would be on music and dance.</b></p> <ul style="list-style-type: none"> <li>⇒ Select a piece of music and a cultural dance that your learners will find interesting.</li> <li>⇒ Base some of the warm up and play on the steps that will be used in the dance sequence.</li> <li>⇒ Create movement sequences that are based on the dance that will be performed.</li> <li>⇒ Allow learners to work in groups or pairs when they rehearse for the presentation - remind learners of eye contact and focus.</li> <li>⇒ The rhythmic patterns on the drum need to be explored by all learners.</li> <li>⇒ Use the textbooks and internet as resources.</li> <li>⇒ Remember to stretch and do cool down movements afterwards.</li> </ul>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Vocal warm ups (including humming on voiced consonants and vowels, resonance)</li> <li>• Singing warm ups (including South African songs in unison, canon, two-part harmony and call and response)</li> <li>• Physical warm ups for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops)</li> <li>• Action and reaction games</li> <li>• Cool downs (including stretches and flowing movements)</li> </ul>
<b>Improvise and create</b>	<ul style="list-style-type: none"> <li>• Short dialogues, exploring conflict within a specific context (Who? What? Where? When?)</li> <li>• Movement sequences exploring conflict and using a combination of locomotor and non-locomotor movements</li> </ul>
<b>Interpret and perform</b>	<ul style="list-style-type: none"> <li>• Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider:               <ul style="list-style-type: none"> <li>○ dynamics, melodic and rhythmic patterns</li> <li>○ the movement (posture, facial expression, gesture) or dance element related to the song</li> <li>○ style and mood</li> </ul> </li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term would be on dance and music</b></p> <ul style="list-style-type: none"> <li>⇒ Allow the learners to have input when the songs need to be decided upon. Choose cultural traditions that your learners can relate to.</li> <li>⇒ Use the cultural tradition as a context when you explore action and reaction games.</li> <li>⇒ Do the same when you explore short dialogues.</li> <li>⇒ The locomotor and non-locomotor movements can be based on the cultural traditions that you have chosen.</li> <li>⇒ Let them sing about the conflict situation so that it becomes an echo. I am angry ; about what-what? I want to fight -fight; where-where? When-when; now- now.</li> </ul>	

Concept /Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Warm up and play</b>	<ul style="list-style-type: none"> <li>• Physical warm ups for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns)</li> <li>• Vocal warm ups (including breathing, with chanting)</li> <li>• Singing warm ups (including songs in unison, canon, in two-part harmony and/or call and response)</li> <li>• Leading and following games</li> <li>• Story development games</li> <li>• Cool downs (including stretches and flowing movements)</li> </ul>
<b>Improvise and create</b>	Puppetry <ul style="list-style-type: none"> <li>• Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary)</li> <li>• Musical signature tunes for each of the puppet characters using voice, found or made instruments</li> </ul> (NOTE: Already-made puppets may also be used Some of the puppets are made in the Visual Arts stream. These could be used for the puppet performance.)
<b>Interpret and perform</b>	Puppetry <ul style="list-style-type: none"> <li>• A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution).</li> </ul>
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term would be on continuation of the drama</b></p> <ul style="list-style-type: none"> <li>⇒ Choose a story that your learners can relate to (traditional or contemporary)</li> <li>⇒ Use the puppets that were created by the learners to do the singing warm-up( each one can sing as their character would sing -call and response)</li> <li>⇒ Learners create a signature tune for their puppet using voice or instruments to fit with the performance.</li> <li>⇒ Learners play leading and following games and extend that to the characters that need to lead or follow in the puppet show.</li> <li>⇒ Story development games can be played with different puppet characters; these stories could become the basis for the performances.</li> <li>⇒ Allow certain character development and build conflict and resolution into the structure of the story.</li> <li>⇒ The development of the script can be done by the language teacher in collaboration with the Creative Arts teacher.</li> </ul>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images</li> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals</li> </ul>
<b>Create in 2D, figures with animals</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: monochromatic colour used in own images of figures in an environment</li> <li>• Design principles: balance used in own images of figures in an environment</li> </ul>
<b>Create in 3D, figures with animals</b>	<ul style="list-style-type: none"> <li>• Skills and techniques: earthenware clay</li> <li>• Art elements: reinforce texture, shape/form in own models of human figure interacting with animal</li> <li>• Design principles: introduce balance in own models of the human figure interacting with an animal</li> <li>• Spatial awareness: 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</li> <li>• Appropriate tidiness and sharing of space</li> </ul>
<b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay.	
<p><b>Example of a lesson activity:</b></p> <p><b>Visual literacy</b></p> <p>⇒ Commence the lesson by providing visual stimulus to learners.</p> <p>⇒ Learners need to observe artworks/photographs and real objects to identify monochromatic colour in images. (Find examples in textbooks, internet and other resources). Also look at balance in images of figures with animals. Use animals that the learners are familiar with). Use models if possible to be viewed from all sides.</p> <p><b>Create in 3D</b></p> <p>⇒ Use earthenware clay to create models of human figure with animal.</p> <p><b>Create in 2D</b></p> <p>⇒ Explore the term monochromatic and show the learners how to mix the different tones of the same colour.</p> <p>⇒ Learners paint an animal and a human figure.</p>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern</li> <li>• Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns</li> <li>•</li> </ul>
<b>Create in 2D, creative lettering and/ or radiating pattern-making</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: relevant use of art elements in own images of radiating pattern</li> <li>• Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns</li> <li>•</li> </ul>
<b>Create in 3D, a relief mandala/ radiating pattern</b>	<ul style="list-style-type: none"> <li>• Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>• Art elements: reinforce in own construction of relief mandala/radiating pattern</li> <li>• Design principles: use balance in own construction of relief mandala/radiating pattern</li> <li>• Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others</li> <li>• Appropriate tidiness and sharing of space</li> </ul>
<p><b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay.</p> <p>Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p>⇒ Allow the learners to look at different fonts and designs of letters on gift wrapping paper or cards or print different fonts for the learners to choose from.</p> <p>⇒ Let learners design letters (of their own name) on paper or cardboard. They can also trace around letters. Discuss the negative spaces and how they will fill it with colour and pattern (warm colours or cold colours).</p> <p>⇒ If you choose to design the relief mandala consult the textbooks for examples. Start from the middle after you have folded your paper to get the centre. Work from the inside out to the edge.</p> <p>⇒ Repeat the same colours in a circular pattern</p> <p><b>Create in 3 D</b></p> <p>⇒ Collect beads, feathers, twigs, buttons and stones to create a relief mandala.</p> <p>⇒ You can use a combination of paint and glueing of objects like wool and material to create a relief mandala.</p>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>• Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture</li> <li>• Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture</li> </ul>
<b>Create in 2D, buildings, architecture and the environment</b>	<ul style="list-style-type: none"> <li>• Drawing and/or colour media: exploring a variety of media and techniques</li> <li>• Art elements: overview of developed use of all art elements found in own images of buildings, architecture and the environment</li> <li>• Design principles: reinforce relevant design principles in own images of buildings, architecture and the environment</li> </ul>
<b>Create in 3D or relief, buildings, architecture and the environment</b>	<ul style="list-style-type: none"> <li>• Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>• Art elements: reinforce relevant art elements through own construction of buildings and architecture</li> <li>• Design principles: reinforce relevant design principles through use in own construction</li> <li>• Spatial awareness: 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</li> <li>• Appropriate tidiness and sharing of space</li> </ul>
<p><b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay</p> <p>Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p><b>Visual literacy</b> Look at pictures of different buildings, learners discuss aspects like symmetry; perspective Select building /s to be used in the drawing - preferably from learners' own environment</p> <p><b>Create in 2D</b> ⇒ Create our own dream building /school/ village. Looking at shape and texture of the different parts (walls, roof, structure) Create a drawing using paint/pastels/charcoal.</p> <p><b>Create in 3D</b> ⇒ Collect different boxes to create a 3D village/school /town ⇒ View the construction from different angles all the time ⇒ Allow the learners to have fun, work in groups or pairs to construct their 3D building project.</p>	

Concept/Content/Skill	Activities (Select appropriate activities for the term's lesson/s)
<b>Visual literacy</b>	<ul style="list-style-type: none"> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to the making of puppets</li> <li>Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of puppets</li> </ul>
<b>Create in 2D, puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes)</b>	<ul style="list-style-type: none"> <li>Drawing and/or colour media: exploring a variety of media and techniques related to the making of puppets</li> <li>Art elements: reinforce relevant art elements through use in own images of puppets</li> <li>Design principles: reinforce design principle emphasis through use in own images of puppets</li> </ul>
<b>Create in 3D, puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes)</b>	<ul style="list-style-type: none"> <li>Skills and techniques: puppets</li> <li>Art elements: reinforce texture, shape/form through use in own puppets</li> <li>Design principles: reinforce balance through use in own puppets</li> <li>Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. puppet to be viewed from front, back and sides, parts of puppet can extend into space</li> <li>Appropriate tidiness and sharing of space</li> </ul>
<p><b>Resources / Note to teacher:</b> Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay</p> <p>Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.</p>	
<p><b>Example of a lesson activity:</b></p> <p><b>Visual literacy</b></p> <p>⇒ Choose a theme for your puppet performance, observe and discuss visual stimuli in photographs and different puppets to establish the art elements involved.</p> <p><b>Create in 2 D</b></p> <p>⇒ Decide on the characters that will be part of your performance and design the different puppets accordingly.</p> <p><b>Create in 3D</b></p> <p>⇒ Start to build the puppets with paper maché so that learners have time for all the layers and the painting and decorations.</p> <p>⇒ Decide what they will wear and create costumes to fit the character, being shy, uncertain, and confident.</p> <p>⇒ Add the hair and glasses or any other features.</p> <p>⇒ Add a layer of varnish over the paint for durability.</p>	

## SUMMARY OF ART WORKS CREATED FROM YEAR 1 – 4

YEAR	TERM	2 DIMENSIONAL WORK	3 DIMENSIONAL WORK
1	1	Drawing and/or colour media art work linked to Life Skills (Social Sciences), Languages, Mathematics, etc.	Earthenware clay and other types of clay object linked to Life Skills (Social Sciences), Languages, Mathematics, etc.
	2	Creative lettering and/ or pattern-making	Interior decorating pieces or garden decorating objects
	3	Drawing and/or colour media art work: domestic animals and their environment.	Model of domestic animals
	4	Drawing and/or colour media art work the natural world.	A kite or dream catcher
2	1	Drawing and/or colour media images related to other academic subjects such as Life Skills (EMS), Languages, Mathematics, Natural Sciences and Technology, etc.	Three dimensional images related to other academic subjects such as Life Skills (EMS), Languages, Mathematics, Natural Sciences and Technology, etc.
	2	Creative lettering and/ or pattern-making.	Mobiles
	3	Drawing and/or colour media art work related to wild animals and their environment.	Model of wild animals and their environment
	4	Drawing and/or colour media of the, the natural world.	A bird feeder
3	1	Images of self and others in local environment.	Self and others in local environment
	2	Creative lettering and/ or pattern-making.	African body adornment
	3	Reptiles, insects, etc. in their environment.	Reptiles, insects, etc.
	4	Things that fly (natural and mechanical).	Things that fly
4	1	Figures with animals	Figures with animals
	2	Creative lettering and/ or radiating pattern-making.	A relief mandala/ radiating pattern
	3	Buildings, architecture and the environment.	Buildings, architecture and the environment.
	4	Puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes).	Puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes).

## SECTION 3

### PLANS FOR TEACHING

#### YEAR ONE

#### CREATIVE ARTS: VISUAL ARTS

#### TERM 1 (3 HOURS)

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
<b>Visual literacy</b>	1	⇒ Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images related to other academic subjects such as Life Skills (Social Sciences), Languages, Mathematics, etc.	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware clay, plasticine clay (modeling clay) or other clay, any material suitable for 3D work
<b>Create in 2D, linking to Life Skills (Social Sciences), Languages, Mathematics, etc.</b>	2	⇒ Drawing and/or colour media: exploring a variety of media and techniques ⇒ Art elements: primary and secondary colours used in own images related to other academic subjects such as Life Skills (Social Sciences), Languages, Mathematics, etc.	
<b>Create in 3D, linking to Life Skills (Social Sciences), Languages, Mathematics, etc.</b>	3 - 4	⇒ Skills and techniques: earthenware clay / plasticine or other types of clay or any other type of available material ⇒ Art elements: texture, shape/form used in own models of own images related to other academic subjects such as Life Skills (Social Sciences), Languages, Mathematics, etc. ⇒ Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed ⇒ Appropriate use of tools	
<b>Example of a lesson activity:</b>			
<p>⇒ <b>Visual literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects related to Social Sciences such as the SA flag, maps, the globe, planets, routes and different types of transport, aspects of the environment, or portraits of leaders. Discuss and explore art elements such as line, primary and secondary colours. Discuss the emotions that the pictures evoke. Use the South African flag to explore colours.</p> <p>⇒ <b>Create in 2D:</b> Drawing or painting a portrait of a SA leader. Learners look at a photograph; focus on the shape of the eyes, mouth, ears, etc. Learners are encouraged to draw what they see.</p> <p>⇒ <b>Create in 3D: Work with clay.</b> Start building a sculpture of a SA leader. Start with the bottom and build the statue up. Decorate the sculpture by using colour and pattern.</p>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up and play	5	⇒ Active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet)
<b>Improvise and create</b>		⇒ Locomotor and non-locomotor movements, individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)
<b>Interpret and perform</b>		⇒ Rhythms using body percussion
Warm up and play	6	⇒ Travelling (consider direction, weight, levels) and freezing: <ul style="list-style-type: none"> <li>• in personal (own) and general (shared) space in movement</li> </ul>
<b>Improvise and create</b>		⇒ Locomotor and non-locomotor movements, individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)
<b>Interpret and perform</b>		⇒ Movement sentences, using props
Warm up and play	7	⇒ Voice warm up, using humming ⇒ Concentration and listening games ⇒ Action songs to accompany physical warm ups
<b>Improvise and create</b>		⇒ Short rhythm patterns using body percussion
<b>Interpret and perform</b>		⇒ Songs, in unison, in tune and in time to accompaniment of the group
Warm up and play	8	⇒ Name games (e.g. using clapped rhythms and body percussion to explore the meter/accent of the names)
<b>Improvise and create</b>		⇒ Short rhythm patterns using body percussion
<b>Interpret and perform</b>		⇒ Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus of this term would be on movement and rhythms.**

- ⇒ **Name game** in groups. Learners say their names with an appropriate rhythm based on the syllables of the name
- ⇒ Short **rhythm patterns** using body percussion and the rhythms explored in the name game. Body percussion is added to enhance the rhythm. Explore the following: clapping of hands, fingers, upper legs, etc. Focusing on learners listening to each other's rhythms and mimicking each other, playing in unison, varying tempo and volume.
- ⇒ **Movement sentences**, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects. Use imagery such as crawl like a worm, slither like a snake, fly like a bird, etc. The rhythm patterns explored in the previous activity can be integrated into movements – explore levels, direction and weight.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
<b>Visual literacy</b>	1	⇒ Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints.
<b>Create in 2D, creative lettering and/ or pattern-making</b>	2	⇒ Drawing and/or colour media: exploring a variety of media and techniques ⇒ Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series	Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.
<b>Create in 3D, interior decorating pieces or garden decorating objects</b>	3 - 4	⇒ Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials ⇒ Art elements: texture, shape/form used in own construction of interior decorating pieces or garden decorating objects ⇒ Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of, interior decorating pieces or garden decorating objects ⇒ Appropriate use of tools	
<b>Example of a lesson activity:</b>			
<p>⇒ <b>Visual literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects with lettering and patterns. Show patterns that are prevalent in African art and culture, such as the Ndebele art. Take learners for a walk outside to explore patterns in nature. Explain that patterns are developed by repetition of the same shape.</p> <p>⇒ <b>Create in 2D:</b> Design own patterns by exploring line, shape and colour. The technique of potato print could be used to design gift-wrap or lettering to make a photo frame.</p> <p>⇒ <b>Create in 3D:</b> Explore skills like pasting, cutting, tying and wrapping. Use recyclable materials. Create any interior decorating pieces like pots, vases, etc or garden decorating pieces like plant containers.</p>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up and play	5	⇒ Imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath)
<b>Improvise and create</b>		⇒ Movement responses to sound pictures (considering levels, directions, rhythms and weights of movement)
<b>Interpret and perform</b>		⇒ Rhythmic patterns using body percussion or percussion instruments
Warm up and play	6	⇒ Rolling up and down the spine
<b>Improvise and create</b>		⇒ Movement responses to sound pictures (considering levels, directions, rhythms and weights of movement)
<b>Interpret and perform</b>		⇒ Movement sentences, using units of action: travelling, stillness and gesture
Warm up and play	7	⇒ Rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat)
<b>Improvise and create</b>		⇒ <b>Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found instruments</b>
<b>Interpret and perform</b>		⇒ Movement sentences, using units of action: travelling, stillness and gesture (considering levels, directions and weights of movement) in pairs, using call and echo, or meeting and parting
Warm up and play	8	⇒ Creative games combining music and movement (e.g. physical movements to describe high/low notes)
<b>Improvise and create</b>		⇒ Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found instruments
<b>Interpret and perform</b>		⇒ Songs to demonstrate difference in pitch and note values, using voice and found and natural instruments
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).

Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus of this term would be on music and movement.**

- ⇒ **Creative games** combining music and movement (e.g. physical movements to describe high/low notes), mimicking of sounds in the environment combined with appropriate movements. Using verbal dynamics to depict wind blowing in the trees, the high and lows of a theme park adventure ride. Explore action songs where learners must touch their toes, knees, noses, etc.
- ⇒ **Sound pictures** based on themes (a thunderstorm, a train journey) using voice, body and found instruments.
- ⇒ **Songs** to demonstrate difference in pitch and note values, using voice and found and natural instruments. Explore tonic solfa, practise singing from do to so and from so to do.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
<b>Visual literacy</b>	1	⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of domestic animals	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay
<b>Create in 2D, domestic animals and their environment</b>	2	⇒ Drawing and/or colour media: exploring a variety of media and techniques ⇒ Art elements: use related colour in own images of domestic animals	
<b>Create in 3D, domestic animals</b>	3 - 4	⇒ Skills and techniques: earthenware clay or any other type of clay ⇒ Art elements: texture, shape/form reinforced through own modelling of domestic animals ⇒ Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides ⇒ Appropriate use of tools	
<b>Example of a lesson activity:</b>			
<p>⇒ <b>Visual literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects of domestic animals including cats, dogs, birds or any other animals that the learners are familiar with as pets.</p> <p>⇒ <b>Create in 2D:</b> Draw or paint pictures of animals. Learners look at a photograph; focus on the shape, size and colour of the animal. Learners are encouraged to draw what they see (observational drawing). Learners use related colour in own images of domestic animals.</p> <p>⇒ <b>Create in 3D:</b> Work with clay. Start building a sculpture by starting with a ball of clay. Learners make the different parts of the body. Stick the parts together and smooth the jointed areas with water. Decorate the sculpture by using colour and pattern.</p>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up and play	5	⇒ Rolling up and down the spine and side bends
<b>Improvise and create</b>		⇒ Sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions)
<b>Interpret and perform</b>		⇒ Movement responses to different types of music
Warm up and play	6	⇒ Sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama
<b>Improvise and create</b>		⇒ Concentration and focus games
<b>Interpret and perform</b>		⇒ Movement sequences exploring verbal dynamics in words such as action words.
Warm up and play	7	⇒ Building a drama from a stimulus: Develop storyline (beginning/ middle/ end).
<b>Improvise and create</b>		⇒ Call and response games in speaking
<b>Interpret and perform</b>		⇒ Movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement)
Warm up and play	8	⇒ Building a drama from a stimulus: Develop storyline (beginning/ middle/ end).
<b>Improvise and create</b>		⇒ Action songs (doing actions related to the specific rhythms of the song)
<b>Interpret and perform</b>		⇒ Movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement)
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus of this term would be the development of a classroom drama.**

- ⇒ **Concentration and focus games** such as mirror games, etc.
- ⇒ **Voice warm ups** (e.g. humming, yawning and sighing). Vocal warm ups could include articulation exercises, singing, working with poems, etc.
- ⇒ **Movement sequences** exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement). Combine movement and sound to convey the meaning of words e.g. rustle, quiver, swish, explode, etc. Explore words depicting locomotion, direction and antonyms such as up/down.
- ⇒ **Building a drama from a stimulus:** Develop storyline (beginning/ middle/ end). Use pictures, objects, words, stories, newspaper articles, real life situations as stimulus to develop a drama. Focus on the 'WHAT'? - question. What is happening? How the story begins and ends? Start off with an improvisation to develop the framework of the drama

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
<b>Visual literacy</b>	1	⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world	Resources Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.
<b>Create in 2D, the natural world</b>	2	⇒ Drawing and/or colour media: exploring a variety of media and techniques ⇒ Art elements: reinforce secondary and related colour in own images of the natural world	
<b>Create in 3D, a kite or dream catcher</b>	3 - 4	⇒ Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials ⇒ Art elements: texture, shape/form, colour reinforced through use in own construction ⇒ Spatial awareness: reinforce conscious awareness of extending parts of models into space ⇒ Appropriate use of tools	

**Example of a lesson activity:**

- ⇒ **Visual literacy:** Commence the lesson by providing visual stimulus to learners. Learners observe photographs and pictures related to the natural world. Explore colours, shapes and textures that can be observed in nature. Teacher analyses and discusses paintings of scenes of nature, e.g. how the artist depicts the wind that blow, dark stormy clouds, sunshine on a raindrop, etc.
- ⇒ **Create in 2D: Drawing or paint pictures of scenes of the natural world.** Reinforce the use of colours, textures and contrasts in own images.
- ⇒ **Create in 3D: Create a kite.** Draw a design on paper. Paint it with bright colours, explore patterns. Make a few small holes and thread the stick through the holes. Tie string to the one end of the stick. **Make a dream catcher:** use natural and found materials. Draw a picture of the design on a piece of paper. Twist a piece of strong grass or a twig into a circle. Weave a piece of string back and forth across the circle. Decorate it with feathers, beads and shells.

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up and play	5	⇒ Posture games: exploring neutral posture
<b>Improvise and create</b>		⇒ Physical shapes using gesture, posture and balance (balancing on different body parts)
<b>Interpret and perform</b>		⇒ Building a drama from a stimulus ⇒ Consider storyline
Warm up and play	6	⇒ Body percussion "songs" in unison and in canon ⇒ Body part isolations and stretching as part of imaginative experiences
<b>Improvise and create</b>		⇒ Physical shapes using gesture, posture and balance (balancing on different body parts)
<b>Interpret and perform</b>		⇒ Building a drama from a stimulus ⇒ Consider storyline
Warm up and play	7	⇒ Trust and listening games (such as blindfolding and leading a partner, etc.)
<b>Improvise and create</b>		⇒ Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression
<b>Interpret and perform</b>		⇒ Building a drama from a stimulus: ⇒ Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama
Warm up and play	8	⇒ Musical games focusing on numeracy and literacy (such as number songs and rhymes)
<b>Improvise and create</b>		⇒ Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression
<b>Interpret and perform</b>		⇒ Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).

Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus of this term is on developing the drama activity from the previous term that culminates in a classroom performance at the end of the term.**

- ⇒ **Trust and listening games** (such as blindfolding and leading a partner, etc.)
- ⇒ **Mime** using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression
- ⇒ **Building a drama from a stimulus** (the drama that was developed during term 3, is now rehearsed and polished into a performance)
  - Consider: storyline
- ⇒ **Sound pictures** using instruments (body percussion, self-made, found, traditional) to create an appropriate soundtrack for the drama. The sound picture could depict a storm, a train coming, or could be rhythms that are associated with each character.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images related to other academic subjects such as Life Skills (Economic Management and Sciences), Natural Sciences and Technology, etc.</li> <li>⇒ Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images related to other academic subjects such as Life Skills (Economic Management and Sciences), Natural Sciences and Technology, etc.</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware or other clay.
Create in 2D, <b>images related to other academic subjects such as Life Skills (EMS), Natural Sciences and Technology, etc.</b>	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: primary and secondary colour used in own images of self and others</li> <li>⇒ Design principles: contrast used in own images of self and others</li> </ul>	
Create in 3D, <b>images related to other academic subjects such as Life Skills (EMS), Natural Sciences and Technology, etc.</b>	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques: earthenware or other clay</li> <li>⇒ Art elements: texture, shape/form used in the image explored in topic 1 (as derived from subjects such as Life Skills (EMS), Natural Sciences and Technology, etc. )</li> <li>⇒ Design principles: use of contrast, e.g. in shapes and sizes of components of own model</li> <li>⇒ Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed</li> <li>⇒ Appropriate use of tools</li> </ul>	
<p><b>Example of a lesson activity:</b></p> <ul style="list-style-type: none"> <li>⇒ Commence the lesson by providing visual stimulus to learners. Learners observe photographs and objects related to objects they could create to be sold at the Market Day as part of EMS (Life Skills)</li> <li>⇒ Observe and discuss visual stimuli in photographs and real objects to identify art elements such as line, colour, texture and name contrast in images related to other academic subjects such as Life Skills (Economic Management and Sciences).</li> <li>⇒ Design objects to be made for market day, exploring a variety of media and techniques</li> <li>⇒ Ensure that the drawing shows contrast in colour or tone or texture</li> <li>⇒ Create any object that could be sold at your market day.</li> <li>⇒ The object could range from a beaded necklace, bracelet to a basket or any other object that will be a best seller.</li> <li>⇒ The beads could be rolled with paper or clay beads can be created.</li> </ul>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet)
<b>Improvise &amp; create</b>		⇒ Locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery
<b>Interpret &amp; perform</b>		⇒ Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects
Warm up & play	6	⇒ Voice warm up, using humming ⇒ Concentration and listening games
<b>Improvise &amp; create</b>		⇒ Short rhythm patterns using body percussion and/or percussion instruments
<b>Interpret &amp; perform</b>		⇒ Songs, in unison, in tune and in time to accompaniment of the group
Warm up & play	7	⇒ Travelling (consider direction, weight, levels) and freezing: ⇒ in games
<b>Improvise &amp; create</b>		⇒ Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping note values
<b>Interpret &amp; perform</b>		⇒ Rhythms using body percussion and/or percussion instruments
Warm up & play	8	⇒ Concentration and listening games ⇒ Creativity games (e.g. using props in turn as anything but what they are)
<b>Improvise &amp; create</b>		⇒ Short rhythm patterns using body percussion and/or percussion instruments
<b>Interpret &amp; perform</b>		⇒ Animation (bringing to life) of objects (props, puppets) to portray a character or tell a simple story
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus during this term for this lesson activity is on movement /dance:**

- ⇒ Active **relaxation in stillness and movement** (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet). Each learner stands in own space, imagine they are shaking off a sticky substance from their bodies, start off with shaking fingers, proceed to hands, arms, shoulders, rest of the body.
- ⇒ **Locomotor and non-locomotor movements**, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery, e.g. start with learners standing in a circle; create a sequence of four slides with two counts per slide and then eight skips.
- ⇒ Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects, e.g. some groups explore different movement combinations such as **jumps, turns, gallops and swings**. Other groups could explore movement combinations consisting of **twisting, skipping, stretching and reaching and pulling**. Two groups combine their different movement sentences to form one unique movement sentence, adding different levels to selected sections and explore changing direction.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making</li> <li>⇒ Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in lettering and/or pattern-making</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.
Create in 2D, creative lettering and/ or pattern-making	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series</li> <li>⇒ Design principles: contrast used in own shapes and sizes of lettering and/or pattern</li> </ul>	
Create in 3D, mobiles	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>⇒ Art elements: texture, shape/form used in own construction of mobile</li> <li>⇒ Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of own mobile</li> <li>⇒ Spatial awareness: conscious use of space, e.g. front, back and sides of objects for mobile to be completed</li> <li>⇒ Appropriate use of tools</li> </ul>	
<p><b>Example of a lesson activity:</b></p> <p><b>Visual literacy:</b></p> <ul style="list-style-type: none"> <li>⇒ Find examples of artistic lettering and or pattern-making. Internet/textbooks/art books/material/wrapping paper.</li> <li>⇒ Discuss the examples and make learners aware of the different art elements.</li> </ul> <p><b>Create in 2D:</b></p> <ul style="list-style-type: none"> <li>⇒ Create a fun poster using letters from magazines or cut the letters from cardboard.</li> <li>⇒ Use different fonts and sizes to make your design interesting.</li> <li>⇒ Learners can also create with the letters of their name or surname or use certain words that they find useful in certain settings.</li> <li>⇒ Draw interesting patterns around the words to enhance the contrast with the letters.</li> <li>⇒ Learners can also use scribbling patterns created with closed eyes, then swop with a partner and find a letter or an object in the scribble and continue working on it.</li> </ul> <p><b>Create in 3D:</b></p> <ul style="list-style-type: none"> <li>⇒ Creating a mobile can vary from birds or butterflies to insects or fish</li> <li>⇒ Learners will use the skills like tying /pasting /cutting/wrapping/joining.</li> <li>⇒ The size /balance and weight of the objects are important.</li> <li>⇒ Assist the learners with the structure and make sure that they look at it from all sides. It should look interesting from all sides.</li> </ul>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Rolling up and down the spine ⇒ Imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath)
<b>Improvise &amp; create</b>		⇒ Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms).
<b>Interpret &amp; perform</b>		⇒ Songs to demonstrate difference in pitch and note values, using voice and found and natural instruments,
Warm up & play	6	⇒ Body part isolations in warm ups as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.)
<b>Improvise &amp; create</b>		⇒ Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms).
<b>Interpret &amp; perform</b>		⇒ Songs to demonstrate difference in pitch and note values, using voice and found and natural instruments
Warm up & play	7	⇒ Directional games in general space ⇒ Call and response games (e.g. call and response songs with movements)
<b>Improvise &amp; create</b>		⇒ Movement responses to sound pictures (considering levels, directions, rhythms and weights of movement)
<b>Interpret &amp; perform</b>		⇒ Movement sentences, using units of action: travelling, stillness and gesture (considering levels, directions and weights of movement) in pairs, using call and echo, or meeting and parting
Warm up & play	8	⇒ Rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres)
<b>Improvise &amp; create</b>		⇒ Instruments using found objects (e.g. stones, cans, seeds, pipes, bottles etc.)
<b>Interpret &amp; perform</b>		⇒ Rhythmic patterns using body percussion or percussion instruments
	9 - 10	Formal Assessment Task
<p><b>Example of a lesson activity:</b></p> <p>Select a minimum of at least four warm-up activities (one per lesson). Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term could be on exploration of rhythms using own (self-made) instruments.</b></p> <p>⇒ <b>Rhythm games</b> (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres). Follow the leader; teacher claps a rhythmic pattern for the class, the learners answer with their own rhythmic pattern. Develop this activity by dividing class into pairs, one learner claps a rhythmic pattern and the partner answers with the same pattern and adding his/her own pattern.</p> <p>⇒ <b>Instruments using found objects</b> (e.g. stones, cans, seeds, pipes, bottles etc.). Learners are introduced to a variety of traditional Western and indigenous instruments ranging from triangles, tambourines, drums, recorders, guitars, cymbals, marimbas, etc. Learners explore the different sounds that are produced by these instruments. They are tasked to create their own instruments using found objects, e.g. shakers using empty plastic containers filled with rice, sand, beans, etc; wind instruments using drinking straws cut in different lengths, etc.</p> <p>⇒ <b>Rhythmic patterns using body percussion or percussion instruments.</b> Learners clap different rhythms, using percussion instruments (they could use their self-made instruments). This activity could develop into call and response songs and games – the teacher divides the class into a calling and response group. Each group learns part of the song. Add a drum to accompany the song (e.g. Shosholoza).</p>		

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild animals</li> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images of wild animals</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay
Create in 2D, wild animals and their environment	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: use related colour in own images of wild animals</li> <li>⇒ Design principles: reinforce use of contrast and proportion through own images of wild animals</li> </ul>	
Create in 3D, wild animals	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques: earthenware clay or any other type of clay</li> <li>⇒ Art elements: texture, shape/form reinforced through own modelling of wild animals</li> <li>⇒ Design principles: reinforce conscious use and naming of contrast and proportion in own models of wild animals</li> <li>⇒ Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides</li> <li>⇒ Appropriate use of tools</li> </ul>	

**Example of a lesson activity:****Create in 2D**

- ⇒ After looking at pictures or photographs of wild animals, allow the learners to move around like the animal of their choice.
- ⇒ Discuss where the animal will be, will it be in a dark forest- walking in the bush-running in the dessert-does it live in the sea-does it jump in the branches of trees?
- ⇒ Learners draw the outline of an animal and fill the page, using related colours that are next to or near to each other on the colour wheel.
- ⇒ Choose two related colours and a contrasting colour for the background as discussed.

**Create in 3D**

- ⇒ Learners develop a 3D work from their drawing or from a new picture or photograph.
- ⇒ They are guided to consider the movement of the animal -standing, sleeping, jumping, running, sitting.
- ⇒ Explore the proportions of the animal.
- ⇒ Start by wedging your clay - pinch, roll and squeeze the clay to form the animal.
- ⇒ Add texture and features like teeth, eye, ears, trunks and tails. Explore the sculpture from different angles and keep checking the proportions - thick legs thin necks etc.
- ⇒ Learners reflect on their artworks: title of my work/which materials did I use/what I liked about my artwork was...../what was difficult?

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Rolling up and down the spine and side bends ⇒ Floor work, including rounding and lengthening the spine and stretching, sitting and lying down
<b>Improvise &amp; create</b>		⇒ Movement responses to different types of music, exploring how mood of music informs mood of movement, and vice versa
<b>Interpret &amp; perform</b>		⇒ Songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. (See week 7)
Warm up & play	6	⇒ Body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head) ⇒ Action songs (doing actions related to the specific rhythms of the song)
<b>Improvise &amp; create</b>		⇒ Movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences
<b>Interpret &amp; perform</b>		⇒ Songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. (See week 7)
Warm up & play	7	⇒ Concentration and focus games ⇒ Voice warm ups (e.g. humming, yawning and sighing)
<b>Improvise &amp; create</b>		⇒ Exploring Characters, using props as stimulus. (Ask: "Who would use this prop? How would they use it? Why would they use it?") Consider body language, posture and gesture.
<b>Interpret &amp; perform</b>		⇒ Building a drama from a stimulus: characters (connect to the above sections). Develop storyline (beginning/ middle/ end), characters, space and time through mimed action
Warm up & play	8	⇒ Voice warm ups (e.g. humming, yawning and sighing) ⇒ Call and response games (in speaking, singing and movement)
<b>Improvise &amp; create</b>		⇒ Building a drama from a stimulus: Characters, using props as stimulus. (Ask: "Who would use this prop? How would they use it? Why would they use it?") Consider body language, posture and gesture.
<b>Interpret &amp; perform</b>		⇒ Sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce characters (considering dynamics, pitch, timbre and tempo)
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus for this term would be on developing a storyline and characters for a drama performance to be completed in term 4.**

- ⇒ Lesson commences with **vocal warm-up activities** to ensure learners' voices are adequately warmed-up. The focus of this term would be on drama and learners would need to use their voices effectively without straining them. Warm-ups could include humming, articulation exercises and exercises to develop a clear strong vocal tone.
- ⇒ The learners are divided into groups. Each group is allocated a number of props such as a pair of sunglasses, a hat, an umbrella, a mask, etc. Learners are tasked to develop **characters, using the props as stimulus**. (Ask: "Who would use this prop? How would they use it? Why would they use it?") Consider body language, posture and gesture.
- ⇒ Learners then proceed to **build a drama from a stimulus** explored in the previous activity, using the characters they developed. As part of a brainstorming activity, they develop a storyline (beginning/ middle/ end), characters, space and time through mimed action.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world</li> <li>⇒ 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.</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints. Recyclable materials: cardboard ,paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.
Create in 2D, the natural world	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: reinforce secondary and related colour in own images of the natural world, including tints and shades</li> <li>⇒ Design principles: reinforce use of contrast and proportion in own images of the natural world</li> </ul>	
Create in 3D, a bird feeder	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>⇒ Art elements: texture, shape/form, colour reinforced through use in own construction</li> <li>⇒ Spatial awareness: reinforce conscious awareness of extending parts of models into space</li> <li>⇒ Appropriate use of tools</li> </ul>	

**Example of a lesson activity:**

Allow learners to find a picture of a scene in nature that they would like to paint. Find and describe two contrasting lines/shapes/colours/textures/tones in the pictures.

**Create in 2D**

- ⇒ Learners are guided to plan their pictures of plants or lush vegetation. Plants that are near should be drawn bigger, at the bottom of the page. Those farther away should be smaller and higher up on the page.
- ⇒ Do not leave empty spaces. Once the drawings have been completed, learners start with painting the pictures.
- ⇒ Mix the red, yellow and blue to create different browns for the tree-trunks and different shades of green for the plants.

**Create in 3D**

- ⇒ Teachers shows different bird-feeders (real and pictures / photographs) to learners
- ⇒ Learners could make use of recyclable materials or wood or even clay to create their bird-feeders
- ⇒ They decide on the shape, teacher guides them on the functionality of the bird-feeder.
- ⇒ Allow learners to complete the feeder and put it out in the garden to test the functionality.

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Different kinds of jumps (with soft landings) and other travelling movements
<b>Improvise &amp; create</b>		⇒ Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression
<b>Interpret &amp; perform</b>		⇒ Songs to improve in-tune singing, related to the themes of the drama
Warm up & play	6	⇒ Body percussion "songs" in unison and in canon ⇒ Musical games focusing on numeracy and literacy (such as number songs and rhymes)
<b>Improvise &amp; create</b>		⇒ Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression
<b>Interpret &amp; perform</b>		⇒ Songs to improve in-tune singing, related to the themes of the drama
Warm up & play	7	⇒ Posture games: character's postures
<b>Improvise &amp; create</b>		⇒ Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels)
<b>Interpret &amp; perform</b>		⇒ Building a drama from a stimulus (continue from term 3) ○ introducing and resolving conflict ○ storyline, characters, space and time
Warm up & play	8	⇒ Posture games: character's postures ⇒ Trust and listening games (such as blindfolding and leading a partner, etc.)
<b>Improvise &amp; create</b>		⇒ Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels)
<b>Interpret &amp; perform</b>		⇒ Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).

Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus for this term would be on continuation of the drama activity, culminating in the drama performance.**

- ⇒ **Posture games: character's postures.** Learners focus on the physical characterisation of the characters they will portray in the drama. With teacher direction and guidance, learners explore different postures of characters, focusing on age, attitude of the character, profession and purpose of the character.
- ⇒ **Group tableaux (frozen pictures)** in response to locations and/or themes (considering focus and levels). In groups the learners explore the key moments of their drama explored during term three. There may be three or four key moments depicting the middle, climax and end of their story and different locations. These moments are then shown as a photograph or frozen pictures depicting the essence of the action. Explore different levels, formations, facial expressions and postures in the frozen picture (tableaux)
- ⇒ **Building a drama from a stimulus.** Learners continue to develop the drama they initiated in groups during term three. They develop the drama by focusing on the following:
  - introducing and resolving conflict
  - storyline, characters, space and time
  - sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama
  - songs to improve in-tune singing, related to the themes of the drama

This activity is a continuation of the third term. It is to be completed during the fourth term.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action</li> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify images of the human body in action</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay
Create in 2D, images of self and others in local environment	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: use of complementary colour in own images of self and others in local environment</li> <li>⇒ Design principles: emphasis (focal point) used in own images of self and others in local environment</li> </ul>	
Create in 3D, self and others in local environment.	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques: earthenware and other clay</li> <li>⇒ Art elements: reinforce texture, shape/form in own models of human figure</li> <li>⇒ Design principles: introduce emphasis in own models of human figure</li> <li>⇒ Spatial awareness: reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed</li> <li>⇒ Appropriate use of tools</li> </ul>	
<p><b>Example of a lesson activity:</b></p> <ul style="list-style-type: none"> <li>⇒ <b>Visual Literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs and real objects related to the human body in action. Learners look at photographs, pictures and discuss it with a partner. Learners are supported to identify complementary colours and the focal point (emphasis) in the pictures.</li> <li>⇒ <b>Create in 2 D:</b> Drawing or painting friends playing a game of sports. Learners look at photographs/pictures and focus on colours, shapes, overlapping shapes, emphasis (focal point).</li> <li>⇒ <b>Create in 3D:</b> Work with clay. Learners make a model of two figures in action. They are guided to complete the front, back and sides of the model. Art elements are used such as texture, shapes and colour.</li> </ul>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Rhythm games using body percussion and movement
<b>Improvise &amp; create</b>		⇒ Mimed actions, using the five senses (seeing, hearing, tasting, touching, smelling)
<b>Interpret &amp; perform</b>		⇒ Musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns
Warm up & play	6	⇒ Physical warm up for co-ordination and control (including spinal warm up, body part isolations, arm swings, etc.) ⇒ Concentration and focus games, using travelling and freezing, to music
<b>Improvise &amp; create</b>		⇒ Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)
<b>Interpret &amp; perform</b>		⇒ Movement sequences exploring contrasts including contrasts in time (slow/quick), levels (high/medium/low)
Warm up & play	7	⇒ Physical warm up for co-ordination and control (including spinal warm up, body part isolations, arm swings, etc.) ⇒ Concentration and focus games, using travelling and freezing, to music
<b>Improvise &amp; create</b>		⇒ Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)
<b>Interpret &amp; perform</b>		⇒ Movement sequences exploring direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light)
Warm up & play	8	⇒ Vocal warm up (including breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc.) ⇒ Singing warm up (including South African songs in unison, in canon and/or with actions)
<b>Improvise &amp; create</b>		⇒ Mimed actions, using the five senses (seeing, hearing, tasting, touching, smelling)
<b>Interpret &amp; perform</b>		⇒ Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus during this term for this lesson activity is on be movement /dance and music:**

- ⇒ **Rhythm games using body percussion and movement.** Explore movement by running, walking, glide, crawling, bouncing. Combine with body percussion in the following ways: stomping of feet, clapping hands, slapping thighs, clicking fingers. This activity could be further explored as a gumboot dancing activity.
- ⇒ **Mimed actions, using the five senses.** Teacher facilitates an activity to explore the five senses; learners feel, smell, see, taste and listen to sounds related to different objects. Learners show imaginary objects through mime and create a short play by doing mimed action. Remind learners to use facial expression to show how they experience certain objects through their senses.
- ⇒ **Musical phrases with voice and/or instruments** that explore contrasts in dynamics (loud and soft); pitch (higher and lower notes) and rhythmic patterns. Sing a few songs together as class, then proceed to sing songs in canon and in call and response. This activity could be combined with the rhythm games and body percussion explored in the first activity.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in pattern-making and African body adornment	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints,
Create in 2D, creative lettering and/ or pattern-making	2	⇒ Drawing and/or colour media: exploring a variety of media and techniques ⇒ Art elements: Use complementary colour in pattern-making as surface decoration ⇒ Design principles: use emphasis in colours, shapes and sizes of lettering and/or pattern	earthenware and other clay. Recyclable materials:
Create in 3D, African body adornment	3 - 4	⇒ Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials ⇒ Art elements: use line, shape, colour in own surface decoration of body adornment ⇒ Design principles: use emphasis in own work, e.g. the visual focus of the body adornment ⇒ Spatial awareness: reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space ⇒ Appropriate use of tools	cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.

**Example of a lesson activity:**

- ⇒ **Visual Literacy:** Commence the lesson by providing visual stimulus to learners. Learners observe photographs/pictures/videos of a variety of art works such as murals depicting different patterns, as well as images of African body adornment. Learners work in pairs and discuss how the art elements such as line, colour and shape are used in patterns and African body adornment.
- ⇒ **Create in 2D:** Use letters and patterns of different shapes and sizes explored in the previous exploratory activity to decorate a surface. Design a mural focusing on pattern-making and complementary colours. Learners are guided to use different drawing and / or colour media.
- ⇒ **Create in 3D:** Learners observe a variety of photographs and pictures of masks or other examples of African body adornment (jewellery, head pieces, etc.) of different size and shapes. They are guided to make their own mask or piece of body adornment using skills like pasting, cutting, wrapping, tying, joining various recyclable materials

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Vocal warm up (including breathing awareness exercises, sliding sighs, consonants, using wide range of notes sliding from high to low)
		⇒ Singing warm up (including South African songs in unison, canon, and call and response)
<b>Improvise &amp; create</b>		⇒ Melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast.
<b>Interpret &amp; perform</b>		⇒ Dance sequence exploring the movement range of each body part
Warm up & play	6	⇒ Spatial awareness games (including lunges, arm swings, transfers of weight, etc.)
<b>Improvise &amp; create</b>		⇒ Movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances
<b>Interpret &amp; perform</b>		⇒ Dance sequence exploring the movement range of each body part
Warm up & play	7	⇒ Physical warm up for co-ordination and control (including floor work, body part isolations, knee bends and rises)
<b>Improvise &amp; create</b>		⇒ Combinations of two or more movements with a partner
<b>Interpret &amp; perform</b>		⇒ Dance sequence exploring the movement range of each body part
Warm up & play	8	⇒ Sensory games responding to aural, oral, visual, tactile and kinaesthetic stimuli
<b>Improvise &amp; create</b>		⇒ Combinations of two or more movements with a partner
<b>Interpret &amp; perform</b>		⇒ Mime sequence using sensory detail and emotional expression, and showing weight, size and shape
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus during this term for this lesson activity is on music and dance.**

- ⇒ **Physical warm up for co-ordination and control** (including floor work, body part isolations, knee bends and rises). Teacher could use imagery to guide learners through the activity, e.g., 'you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up', etc. During the activity each body part is focused on to develop co-ordination and control.
- ⇒ **Movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances** : Teacher guides learners in doing jumps, lunges, balancing activities and ways to transfer weight from on body part to another. Learners divide into groups of four to six. They explore different ways to combine the movements they have explored, experimenting with different kinds of lunges, jumps, and ways to balance as well as to transfer the weight from one body part to another.
- ⇒ **Dance sequence exploring the movement range of each body part**: Discuss and experiment with different dances like Hip Hop, Pantsula, Langarm, Toyi-Toyi, Maypole, exploring different cultural contexts. During the dance teacher makes the learners aware of key words such as parallel, symmetry and distance.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc.</li> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc.</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay (e.g. plasticine clay)
Create in 2D, reptiles, insects, etc. in their environment	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: reinforce relevant art elements through use in own images of reptiles, insects, etc.</li> <li>⇒ Design principles: reinforce design principle emphasis through use in own images of reptiles, insects, etc.</li> </ul>	
Create in 3D, reptiles, insects, etc.	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques: earthenware clay</li> <li>⇒ Art elements: reinforce texture, shape/form through modelling own reptiles, insects, etc.</li> <li>⇒ Design principles: reinforce emphasis through use in own models of reptiles, insects, etc.</li> <li>⇒ Spatial awareness: 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</li> <li>⇒ Appropriate use of tools</li> </ul>	
<p><b>Example of a lesson activity:</b></p> <ul style="list-style-type: none"> <li>⇒ <b>Visual Literacy:</b> Commence the lesson by providing visual stimulus to learners. Learners observe photographs/pictures/real objects (if possible) of a variety of reptiles and insects. Teacher leads a guided discussion to identify and explore art elements as observed in the images.</li> <li>⇒ <b>Create in 2D:</b> The learners look at images of insects and reptiles. Drawing/paint insects or reptiles. Teacher guides learners to create emphasis (point of focus) in their art works by using contrasting colours,</li> <li>⇒ <b>Create in 3D:</b> Make a sculpture of an insect or reptile from clay/ make use of form, textures, colour, Learners work with balls of clay that are moulded into the body parts of the insect or reptile. They could use toothpicks or a pencil to carve out details such as texture of the skin, the mouth and the eyes.</li> </ul>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Physical warm up for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises)
Improvise & create		⇒ Balancing in different ways on one leg, alone and with a partner
Interpret & perform		
Warm up & play	6	⇒ Singing warm up (including South African songs in unison, canon, two-part harmony, and call and response)
Improvise & create		⇒ Musical phrases, in pairs, using repetition, accent, call and response, and/or echo
Interpret & perform		-
Warm up & play	7	⇒ Vocal warm up (including breathing awareness exercises, harmonising of vowels on different notes)
Improvise & create		⇒ Partner skills such as copying, leading, following and mirroring ⇒ Pair role-plays, using appropriate language, movement, facial
Interpret & perform		⇒ Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution)
Warm up & play	8	⇒ Trust games, in pairs and small groups (e.g. sharing body weight, and other) ⇒ Cool downs (including stretches and flowing movements)
Improvise & create		⇒ Movement phrases in pairs using 'question and answer' and 'meeting and parting' ⇒ Pair role-plays, using appropriate language, movement, facial expression and gesture
Interpret & perform		⇒ Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution)
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus during this term for this lesson activity is on role play.**

- ⇒ **Vocal warm up (including breathing awareness exercises, harmonising of vowels on different notes)** : Start off with standing in the neutral position, focusing on the correct posture, develop breathing capacity and control by doing breathing activities, proceed to articulation activities focusing on the correct formation of the words.
- ⇒ **Partner skills such as copying, leading, following and mirroring.** Learners are divided into pairs. Each learner works with a partner and imitates the movement made by the other, or mirrors the movements made. The focus is on developing concentration and observational skills.
- ⇒ **Pair role-plays**, using appropriate language, movement, facial expression and gesture. Learners remain in their pairs. Each pair is allocated a short dialogue of four lines, depicting a scenario. They are tasked to take on the role of a character and learn the four lines (two lines each). They practise performing the dialogue for a few times and then add their own dialogue to develop the scenario.
- ⇒ **Group role-play using characters created in Topic 2:** The two pairs match up so that there are four learners (roles) per group. Learners are tasked to find ways to combine the two role-plays. They can change the dialogue to suit the newly created role-play. They should focus on developing a story with a beginning, middle section and an end. They practice the role-play for a few times with teacher's guidance and perform it as a classroom drama

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical)</li> <li>⇒ Observe and discuss visual stimuli in photographs and real objects to identify and name examples of contrast and proportion found in images of things that fly (natural or mechanical)</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay.
Create in 2D, things that fly (natural and mechanical)	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: overview of use of appropriate art elements found in own images of things that fly (natural or mechanical)</li> <li>⇒ Design principles: reinforce emphasis in own images of things that fly (natural or mechanical)</li> </ul>	Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.
Create in 3D, things that fly	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>⇒ Art elements: reinforce texture, shape/form, colour through own construction of things that fly (natural or mechanical)</li> <li>⇒ Design principles: reinforce contrast and proportion through use in own construction</li> <li>⇒ Spatial awareness: 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</li> <li>⇒ Appropriate use of tools</li> </ul>	
<p>Example of a lesson activity:</p> <ul style="list-style-type: none"> <li>⇒ <b>Visual Literacy:</b> Observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical). Teacher could hold brief discussion on the principles of flight, the shape of an aeroplane's wings and the way the air flows over them, etc. Learners look at pictures of hot air balloons, helicopters, different birds of different sizes, etc. Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.</li> <li>⇒ <b>Create in 2D:</b> Each learner look again at a photograph of a bird and draw the shape of the bird with a pencil, they are reminded that the drawing should fill the whole page. Learners proceed to colour the bird using chalk pastels, blending colours into each other using their fingers. Texture of the feathers is shown with different pastel marks. .</li> <li>⇒ <b>Create in 3D:</b> Learners create a flying sculpture. Work with wire, natural and recycled materials. Decorate the sculpture by using feathers, beads, buttons, etc.</li> </ul>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Physical warm ups for strength and flexibility (including spinal rolls, swings, floor work and body part isolations)
<b>Improvise &amp; create</b>		⇒ Cool downs (including stretches and flowing movements)
<b>Interpret &amp; perform</b>		⇒ Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners
Warm up & play	6	⇒ Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually
<b>Improvise &amp; create</b>		⇒ Vocal warm ups (including strengthening articulation through rhymes and tongue twisters)
<b>Interpret &amp; perform</b>		⇒ Group awareness games (such as creating a machine through complementary movements)
Warm up & play	7	⇒ Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners
<b>Improvise &amp; create</b>		⇒ Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually
<b>Interpret &amp; perform</b>		⇒ Singing warm ups (including South African songs in unison, and two-part harmony)
Warm up & play	8	⇒ Call and response games
<b>Improvise &amp; create</b>		⇒ Short music piece, combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue
<b>Interpret &amp; perform</b>		⇒ Singing a song in two or three parts
Warm up & play	9 - 10	⇒ Singing warm ups (including South African songs in unison, and two-part harmony)
<b>Improvise &amp; create</b>		⇒ Call and response games
<b>Interpret &amp; perform</b>		⇒ Short music piece, combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue
		⇒ Singing a song in two or three parts
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus during this term for this lesson activity is on drama and dance.**

- ⇒ Class is divided into groups of four and five. Teacher guides them in doing **group awareness games** (such as creating a machine through complementary movements). They focus on aspects such as rhythm, dynamics, levels, adding sound effects, etc.
- ⇒ **Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners.** Teacher leads classroom discussion on some social, cultural or environmental issue to stimulate the development of an improvisation such as pollution, human rights, etc. in groups learners develop a short storyline highlighting their selected issue of concern. Using key word (What? Where? When? How?, they develop an improvisation and perform it to the rest of the class.
- ⇒ Teacher assists learners in shaping and refining their classroom improvisation on a selected issue of concern. These improvisations are developed into **Drama/dance presentation, reflecting a social, cultural or environmental issue** relevant to learners To enrich the improvisation learners are guided to add and use selected tableaux, movement, poetry and speaking/singing in unison or individually.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images</li> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay.
Create in 2D, figures with animals	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: monochromatic colour used in own images of figures in an environment</li> <li>⇒ Design principles: balance used in own images of figures in an environment</li> </ul>	
Create in 3D, figures with animals	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques: earthenware clay</li> <li>⇒ Art elements: reinforce texture, shape/form in own models of human figure interacting with animal</li> <li>⇒ Design principles: introduce balance in own models of the human figure interacting with an animal</li> <li>⇒ Spatial awareness: 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</li> <li>⇒ Appropriate tidiness and sharing of space</li> </ul>	
<p><b>Example of a lesson activity:</b></p> <p><b>Visual literacy</b></p> <ul style="list-style-type: none"> <li>⇒ Commence the lesson by providing visual stimulus to learners.</li> <li>⇒ Learners need to observe artworks/photographs and real objects to identify monochromatic colour in images. (find examples in textbooks, internet and other resources). Also look at balance in images of figures with animals. Use animals that the learners are familiar with). Use models if possible to be viewed from all sides.</li> </ul> <p><b>Create in 3D.</b></p> <ul style="list-style-type: none"> <li>⇒ Use earthenware clay to create models of human figure with animal.</li> </ul> <p><b>Create in 2D</b></p> <ul style="list-style-type: none"> <li>⇒ Explore the term monochromatic and show the learners how to mix the different tones of the same colour</li> <li>⇒ Let learners paint an animal and a human figure</li> </ul>			

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Body percussion games (including in unison, in canon) ⇒ Physical warm ups for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences) ⇒ Cool downs (including stretches and flowing movements)
Improvise & create		⇒ Music phrases with voice and/or instruments, exploring dynamics, tempo and pitch
Interpret & perform		⇒ An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation ⇒ Consider: clear plot and credible characters
Warm up & play	6	⇒ Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song)
Improvise & create		-
Interpret & perform		⇒ An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation ⇒ Consider: highlighting key moments
Warm up & play	7	⇒ Concentration and focus games (using freezing/travelling, and sensory awareness)
Improvise & create		⇒ Sound pictures using found and made instruments of different tone colour and pitch to express a mood or idea
Interpret & perform		⇒ An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation ⇒ Consider: using space
Warm up & play	8	⇒ Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response).
Improvise & create		⇒ Movement sequences inspired by sound pictures to express a mood or idea
Interpret & perform		⇒ Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character
	9 - 10	⇒ Formal Assessment Task
<p><b>Example of a lesson activity:</b>                      Select a minimum of at least four warm-up activities (one per lesson).                      Approximate duration of warm-up per lesson: 5 – 10 minutes.</p> <p><b>The focus for this term would be on drama and music</b></p> <ul style="list-style-type: none"> <li>⇒ Body percussion games (including in unison, in canon)</li> <li>⇒ Physical warm ups for co-ordination and control (including spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences. Use animal characters from folktales (shark, monkey, donkey, hare, lion)</li> <li>⇒ Sound pictures using found and made instruments of different tone colour and pitch to express a mood or idea. Use the idea and mood from the characters in the African folktale</li> <li>⇒ An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation</li> </ul> <p>Consider:</p> <ul style="list-style-type: none"> <li>○ clear plot and credible characters</li> <li>○ highlighting key moments</li> <li>○ using space</li> </ul> <ul style="list-style-type: none"> <li>⇒ Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character</li> <li>⇒ Different groups doing different parts of the improvised drama - link up with language – use their texts for folktale to save time</li> </ul>		

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern</li> <li>⇒ Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay.
Create in 2D, creative lettering and/ or radiating pattern-making	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: relevant use of art elements in own images of radiating pattern</li> <li>⇒ Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns</li> </ul>	Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.
Create in 3D, a relief mandala/ radiating pattern	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>⇒ Art elements: reinforce in own construction of relief mandala/radiating pattern</li> <li>⇒ Design principles: use balance in own construction of relief mandala/radiating pattern</li> <li>⇒ Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others</li> <li>⇒ Appropriate tidiness and sharing of space</li> </ul>	

**Example of a lesson activity:**

- ⇒ Allow the learners to look at different fonts and designs of letters on gift wrapping paper or cards or print different fonts for the learners to choose from.
- ⇒ Let them design letters( of their own name) on paper or cardboard. They can also trace around letters. Discuss the negative spaces and how they will fill it with colour and pattern (warm colours or cold colours )
- ⇒ If you choose to design the relief mandala consult the art books or textbooks for examples. Start from the middle after you have folded your paper to get the centre. Work from the inside out to the edge.
- ⇒ Repeat the same colours I a circular pattern

**Create in 3 D**

- ⇒ Collect beads feathers twigs buttons stones to create a relief mandala
- ⇒ You can use a combination of paint and glueing of objects like wool and material to create a relief mandala.

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Physical warm ups for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences) ⇒ Cool downs (including stretches and flowing movements)
Improvise & create		⇒ Movement sequences, using elements of dance, including time: rhythms; space
Interpret & perform		⇒ Select a cultural dance; observe and discuss the steps of the dance in recorded or live performance; rehearse the cultural dance for presentation ⇒ Consider: patterns, repetition and sequencing in the dance ⇒ Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance (NOTE: Class to divide in half, some to dance, others to perform music, and then swop)
Warm up & play	6	⇒ Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.)
Improvise & create		⇒ Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus
Interpret & perform		⇒ Select a cultural dance; observe and discuss the steps of the dance in recorded or live performance; rehearse the cultural dance for presentation ⇒ Consider: musical accompaniment to the dance, focusing on rhythm ⇒ Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance (NOTE: Class to divide in half, some to dance, others to perform music, and then swop)
Warm up & play	7	⇒ Singing warm ups (including traditional songs in unison, canon, two-part harmony, and/or call and response)
Improvise & create		⇒ Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus
Interpret & perform		⇒ Select a cultural dance; observe and discuss the steps of the dance in recorded or live performance; rehearse the cultural dance for presentation ⇒ Consider: performance area and audience arrangement ⇒ Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance (NOTE: Class to divide in half, some to dance, others to perform music, and then swop)
Warm up & play	8	⇒ Spatial awareness games (including lunges, jumps, arm swings, etc.) ⇒ Cool downs (including stretches and flowing movements)
Improvise & create		-
Interpret & perform		⇒ Rehearse the cultural dance for presentation ⇒ Rehearse rhythmic patterns on a drum to accompany selected cultural dance ⇒ (NOTE: Class to divide in half, some to dance, others to perform music, and then swop)
	9 - 10	Formal Assessment Task
<p><b>Example of a lesson activity:</b>                      Select a minimum of at least four warm-up activities (one per lesson).                      Approximate duration of warm-up per lesson: 5 – 10 minutes.  <b>The focus for this term would be on music and dance.</b>                      ⇒ Select a piece of music and a cultural dance that your learners will find interesting.                      ⇒ Base some of the warm up and play on the steps that will be used in the dance sequence.                      ⇒ Create movement sequences that are based on the dance that will be performed.                      ⇒ Allow learners to work in groups or pairs when they rehearse for the presentation----remind them of eye contact and focus.                      ⇒ The rhythmic patterns on the drum need to be explored by all learners.                      ⇒ Use the textbooks and internet as resources.                      ⇒ Remember to stretch and do cool down movements afterwards.</p>		

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture</li> <li>⇒ Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay
Create in 2D, buildings, architecture and the environment	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques</li> <li>⇒ Art elements: overview of developed use of all art elements found in own images of buildings, architecture and the environment</li> <li>⇒ Design principles: reinforce relevant design principles in own images of buildings, architecture and the environment</li> </ul>	Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton, wire for hanging, wood, glue, etc.
Create in 3D or relief, buildings, architecture and the environment	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials</li> <li>⇒ Art elements: reinforce relevant art elements through own construction of buildings and architecture</li> <li>⇒ Design principles: reinforce relevant design principles through use in own construction</li> <li>⇒ Spatial awareness: 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</li> <li>⇒ Appropriate tidiness and sharing of space</li> </ul>	

**Example of a lesson activity:****Visual literacy**

Look at pictures of different buildings get learners to discuss aspects like symmetry things further away looking smaller objects which are in front on the picture (perspective)  
Decide on which building /s will be used in the drawing—maybe something from their own environment should be used.

**Create in 2D**

⇒ Create our own dream building /school/ village. Looking at shape and texture of the different parts ( walls roof structure)  
Create a drawing using paint/pastels/charcoal.

**Create in 3D**

⇒ Collect different boxes to create a 3 D village/school /town  
⇒ View the construction from different angles all the time  
⇒ Allow the learners to have fun and they can be working in groups or pairs to construct their 3D building project.

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Vocal warm ups (including humming on voiced consonants and vowels, resonance) ⇒ Action and reaction games
Improvise & create		⇒ Short dialogues, exploring conflict within a specific context (Who? What? Where? When?)
Interpret & perform		-
Warm up & play	6	⇒ Singing warm ups (including South African songs in unison, canon, two-part harmony and call and response)
Improvise & create		-
Interpret & perform		⇒ Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: <ul style="list-style-type: none"> <li>○ dynamics, melodic and rhythmic patterns</li> <li>○ the movement (posture, facial expression, gesture) or dance element related to the song</li> </ul>
Warm up & play	7	⇒ Singing warm ups (including South African songs in unison, canon, two-part harmony and call and response)
Improvise & create		-
Interpret & perform		⇒ Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: <ul style="list-style-type: none"> <li>○ the movement (posture, facial expression, gesture) or dance element related to the song</li> <li>○ style and mood</li> </ul>
Warm up & play	8	⇒ Physical warm ups for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops) ⇒ Cool downs (including stretches and flowing movements)
Improvise & create		⇒ Movement sequences exploring conflict and using a combination of locomotor and non-locomotor movements
Interpret & perform		-
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus for this term would be on dance and music**

- ⇒ Allow the learners to have input when the songs need to be decided upon. Choose cultural traditions that your learners can relate to.
- ⇒ Use the cultural tradition as a context when you explore action and reaction games.
- ⇒ Do the same when you explore short dialogues.
- ⇒ The locomotor and non-locomotor movements can be based on the cultural traditions that you have chosen.
- ⇒ Let them sing about the conflict situation so that it becomes an echo. I am angry ----about what what? I want to fight-fight---where-where? When-when -now-now.

Concept /Content/Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)	Resources
Visual literacy	1	<ul style="list-style-type: none"> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to the making of puppets</li> <li>⇒ Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of puppets</li> </ul>	Visual stimuli, 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, earthenware and other clay
Create in 2D, puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes)	2	<ul style="list-style-type: none"> <li>⇒ Drawing and/or colour media: exploring a variety of media and techniques related to the making of puppets</li> <li>⇒ Art elements: reinforce relevant art elements through use in own images of puppets</li> <li>⇒ Design principles: reinforce design principle emphasis through use in own images of puppets</li> </ul>	Recyclable materials: cardboard, paper cut offs, beads, sequins, ribbon, natural objects, various other suitable material, cotton,
Create in 3D, puppets (hand puppets, finger puppets, stick puppets, paper maché puppets or marionettes)	3 - 4	<ul style="list-style-type: none"> <li>⇒ Skills and techniques: puppets</li> <li>⇒ Art elements: reinforce texture, shape/form through use in own puppets</li> <li>⇒ Design principles: reinforce balance through use in own puppets</li> <li>⇒ Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. puppet to be viewed from front, back and sides, parts of puppet can extend into space</li> <li>⇒ Appropriate tidiness and sharing of space</li> </ul>	wire for hanging, wood, glue, etc.

**Example of a lesson activity:****Visual literacy**

⇒ Choose a theme for your puppet performance observe and discuss visual stimuli in photographs and different puppets to establish the art elements involved.

**Create in 2 D**

⇒ Decide on the characters that will be part of your performance and design the different puppets accordingly.

**Create in 3D**

⇒ Start to build the puppets with paper maché so that learners have time for all the layers and the painting and decorations.

⇒ Decide what they will wear and create clothes which will fit in with the character, being shy, uncertain ,confident

⇒ Add the hair and glasses or any other features.

⇒ Try and put a layer of varnish over the paint to assist with the durability.

Concept / Content / Skill	Week (45 min per week)	Activities (Select appropriate activities for the term's lesson/s)
Warm up & play	5	⇒ Physical warm ups for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns) ⇒ Cool downs (including stretches and flowing movements) ⇒ Vocal warm ups (including breathing, with chanting)
Improvise & create		⇒ Puppetry ⇒ Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary)
Interpret & perform		⇒ Puppet performance (Preparation) ⇒ Consider characters
Warm up & play	6	⇒ Vocal warm ups (including breathing, with chanting) ⇒ Story development games
Improvise & create		⇒ Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary)
Interpret & perform		⇒ Puppet performance (Preparation) ⇒ Consider characters, relationships
Warm up & play	7	⇒ Singing warm ups (including songs in unison, canon, in two-part harmony and/or call and response)
Improvise & create		⇒ Musical signature tunes for each of the puppet characters using voice, found or made instruments
Interpret & perform		⇒ Puppet performance (Preparation) ⇒ Consider characters, relationships and structure (conflict and resolution).
Warm up & play	8	⇒ Vocal warm ups (including breathing, with chanting) ⇒ Leading and following games
Improvise & create		⇒ Musical signature tunes for each of the puppet characters using voice, found or made instruments
Interpret & perform		⇒ Puppet performance - rehearsal
	9 - 10	Formal Assessment Task

**Example of a lesson activity:**

Select a minimum of at least four warm-up activities (one per lesson).  
Approximate duration of warm-up per lesson: 5 – 10 minutes.

**The focus for this term would be on continuation of the drama**

- ⇒ Choose a story that your learners can relate to (traditional or contemporary)
- ⇒ Use the puppets that were created by the learners to do the singing warm-up (each one can sing as their character would sing -call and response)
- ⇒ Learners create a signature tune for their puppet using voice or instruments to fit with the performance.
- ⇒ Learners play leading and following games and extend that to the characters that need to lead or follow in the puppet show.
- ⇒ Story development games can be played with different puppet characters; these stories could become the basis for the performances
- ⇒ Allow certain character development and build conflict and resolution into the structure of the story.
- ⇒ The development of the script can be done by the language teacher in collaboration with the Creative Arts teacher.

## SECTION 4

### ASSESSMENT

#### 4.1 Introduction

This section on assessment *standardises* the recording and reporting processes for Year 1-4 learners within the framework of the adapted skills curriculum in Special Schools that offer a skills programme. It also provides a policy framework for the management of school based assessment and school assessment records.

It is still required of teachers to offer a differentiated form of assessment as learners following an adapted curriculum with a skills focus have specific barriers to learning. Since a learner or learners may be functioning on different grades or levels (straddling), the assessment / recording / reporting system must make provision to reflect the *functioning* level(s) of each learner. Each learner, regardless of his/her number of years in the School of Skills, must have access to the standard of assessment best suited to his/her needs. The learner's *abilities* determine what will be expected of him/her and the *pacing* of instruction must accommodate the individual learner.

#### 4.2 Assessment Principles

##### 4.2.1 Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content, and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to judge a learner's progress in a reliable way.
- inform learners of their strengths, weaknesses and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process and the progress of learners.

Assessment should be mapped against the content, skills, intended aims and assessment criterion specified in the curriculum. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the content is covered.

- the full range of skills is included.
- a variety of different forms of assessment are used.

#### 4.2.2 Informal Assessment or Daily Assessment

Assessment for learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching, but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom. Learners or teachers can mark these assessment tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of the informal daily assessment tasks are not formally recorded unless the teacher wishes to do so. The results of daily, informal assessment tasks are not taken into account for progression, promotion and certification purposes.

Informal, ongoing assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to the formal tasks in the Programmes of Assessment.

#### 4.2.3 Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as Formal Assessment. Formal Assessment Tasks are marked and formally recorded by the teacher for progression and certification purposes. All Formal Assessment Tasks are subject to moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained. Formal assessment tasks form part of a year-long formal Programme of Assessment.

- Why use a Formal Assessment task  
**“Formal Assessment Task (assessment of learning)”** – is a systematic way of assessment used by teachers to determine how well learners are progressing in a level and in a particular subject.
- What is a Formal Assessment Task?  
 It is a set of questions and or instruction that learners need to respond to. A task may consist of a range of activities. A formal task must be valid, fair and reliable and must cover sufficient knowledge and or skills to report on the learners' progress.

Teachers must ensure that assessment criteria are very clear to the learners before the assessment process. This involves explaining to the learners which

knowledge and skills are being assessed and the required length of responses. Feedback should be provided to the learners after assessment and could take the form of whole-class discussion or teacher-learner interaction. Examples of formal assessments include projects, oral presentations, demonstrations, performances, tests, examinations, practical demonstrations, etc. The forms of assessment used should be appropriate to the age and the developmental level of the learners. The assessment tasks should be carefully designed to cover the content and or skills of the subject. The design of these tasks should therefore ensure that a variety of skills are assessed.

Practical Assessment Tasks allow for learners to be assessed on a regular basis during the school year and also allow for the assessment of skills that cannot be assessed in a written format, e.g. test or examination.

### 4.3 Managing Assessment

#### 4.3.1 People Involved in Assessment

The school and the teachers have overall responsibility for the assessment of learners. Teachers are expected to create a valid, reliable and credible assessment process.

#### 4.3.2 School Assessment Programme

##### 4.3.2.1 Academic Curriculum

The Programme of Assessment is designed to spread formal assessment tasks in all subjects in a school throughout a term.

Year X	<b>Formal School-Based Assessments</b>			<b>Final End-of-Year Assessments</b>
	Term 1	Term 2	Term 3	Term 4
	• Suitable forms of assessment as determined by each academic subject	• Suitable forms of assessment as determined by each academic subject	• Suitable forms of assessment as determined by each academic subject	• Suitable forms of assessment as determined by each academic subject
	Dates:	Dates:	Dates:	Dates:
Term Report	100%	100%	100%	25%
End of Year	CASS 75%			25%

## ASSESSMENT IN CREATIVE ARTS

In order to maintain a safe environment in Creative Arts, assessment needs to be gentle, constructive, supportive and encouraging. The most important purpose of assessment is to help learning. It should be part of the planning rather than an added-on after-thought.

Types of assessment include the following:

- baseline assessment at the beginning of each year to determine prior knowledge
- diagnostic assessment when there is a weakness
- formative, informal assessment to aid learning (*assessment for learning*)
- formal assessment of what has been learnt (*assessment of learning*)

*Formative assessment* occurs naturally as you work with the learners and the process, product, presentation and performance should all be taken into consideration.

*Formal*

*assessment* should occur after periods of *significant* learning. Avoid over-assessing. *You do not have to assess every task or activity formally.*

The most important aim of Creative Arts at this level is that learners should engage fully in experiential learning, to develop creativity, expressiveness, communicating in different ways and enjoyment of the arts. There should be feedback from the teacher (brief, meaningful, constructive comments appearing in each learner's report) for both Visual Arts and Performing Arts at the end of each term. The teacher will observe learners' participation and ability to respond to instructions, improvise with confidence, communicate through visual or performance arts' tools, work sensibly with others and be creative.

### **Formal Assessment Requirements:**

- ⇒ The Creative Arts Task (CAT) is administered twice a year for each stream (Visual and Performing Arts) in Years 1, 2, 3 and 4.
- ⇒ By mid-year, a CAT for each of Visual and Performing Arts should have been administered, and again by the end of the year. This means that a CAT assessment should be held in each term.
- ⇒ Participation in both streams will be assessed informally through class observation and reported in each term.
- ⇒ Ability for only one stream will be formally assessed per term. When assessing Performing Arts, it is important that the teacher choose a CAT that comprises of at least TWO of the three art forms.

- ⇒ The two Visual Arts CATs will add up to a total of 100 marks and similarly, the two Performing Arts CATs will add up to a total of 100 marks. The marks obtained give a total mark out of 200 for the CAT at the end of each year.
- ⇒ Visual Arts CATs can take the form of any creative task from the term, which takes a minimum of 3 periods to complete.
- ⇒ Performing Arts CATs can should address at least TWO of three art forms (Dance, Drama, Music).
- ⇒ In Creative Arts, formal assessment is done through practical assessment tasks, not written examinations.

### **Creative Arts Assessment Plan:**

Term 1: *CAT (Visual or Performing Arts)	50 marks
Term 2: CAT (Performing or Visual Arts)	50 marks
NOTE: By mid-year, both streams should have been assessed.	
Term 3: CAT (Visual or Performing Arts)	50 marks
Term 4: CAT (Performing or Visual Arts)	50 marks
NOTE: By end-year, both streams should have been assessed for the second time, to indicate progression.	
<b>TOTAL CREATIVE ARTS MARKS FOR THE YEAR:</b>	<b>200 marks</b>

#### **\* CAT – Creative Arts Task**

### 4.3.3 Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers report in percentages against the subject. The various achievement levels and their corresponding percentage bands are as shown in the table below. Recording is a process in which the teacher documents the level of a learner's performance. Teachers record the actual raw marks against the task using a record sheet. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process. Records should be used to monitor learning and to plan ahead.

Note: The seven point scale should have clear descriptions that give detailed information for each level. Teachers will record actual marks against the task by using a record sheet; and report percentages against the subject on the learners' report cards.

### Codes and percentages for reporting in Grades R – 12

Rating code	Description of competence	Percentage
7	Outstanding achievement	80 – 100
6	Meritorious achievement	70 – 79
5	Substantial achievement	60 – 69
4	Adequate achievement	50 – 59
3	Moderate achievement	40 – 49
2	Elementary achievement	30 – 39
1	Not achieved	0 – 29

All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents on the Programme of Assessment, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

#### **NOTE:**

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

#### 4.4 Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation should be implemented at school, district, and provincial levels if necessary. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The Formal School Based Assessment and the practical assessment tasks should be moderated by the relevant subject specialists at the district and, if necessary, provincial levels in consultation with the moderators at school.

Moderation serves five purposes:

1. It must ascertain whether subject content and skills have been sufficiently covered.
2. The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
3. The assessments and marking are of an acceptable standard and consistency.
4. The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
5. The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

Moderation is therefore an ongoing process and not a once-off end-of-year event.

#### 4.5 General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001),
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and (NPPPPR) (2011)*
- The policy document; *National Protocol for Assessment Grades R – 12. (NPA) (2011)*
- Responding to Diversity through Curriculum and Assessment Policy Statements (2011)
- Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2007)
- Operational manual to the National strategy on Screening, identification, Assessment and support (2008)
- Guidelines for full-service/inclusive schools (2010)

## **SECTION 5**

### **REFERENCES**

1. National Curriculum Statement Gr R-12 (CAPS)
2. National Catalogue: Approved Textbooks for Life Skills (Creative Arts), Intermediate Phase.