

**2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (TERM 1)**

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>DATE STARTED AND COMPLETED</b>											
<b>COMMENTS</b>											
<b>CAPS TOPIC</b>	Development of the self										<b>Formal assessment</b>
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Basic hygiene principles			Basic hygiene principles			Basic hygiene principles				Consolidation of work done during the term Assignment/design and make
	Personal strengths: Identify, explore and appreciate own strengths  Strengths of others.	Successful experiences as a result of own strengths: Achievements and exciting experiences at school and home	Less successful experiences	Ways to convert less successful experiences into positive learning experiences: Use strengths to improve weaknesses  Reading by learners: Reading for enjoyment  Reading about role models or successful people or confident people	Respect for own and others' bodies: Privacy, bodily integrity and not subjecting one's body to substance abuse	How to respect and care for own body  How to respect others' bodies	Reasons for respecting own and others' body  Weekly reading by learners: Reading for enjoyment  Reading by learners: Reading for enjoyment  Reading about care and respect for others' bodies	Dealing with conflict: Examples of conflict situations at home and school	Strategies to avoid conflict	Useful responses to conflict situations  Reading by learners: Reading for enjoyment  Reading about safe environments and how to avoid conflict situations	
<b>PHYSICAL EDUCATION</b>	Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body with control (movement performance) Safety measures relating to locomotion, rotation, elevation and balancing activities										
<b>RESOURCES TO ENHANCE LEARNING</b>	Textbook and books about care and respect for the body as well as conflict situations Textbooks and resources on movement participation that promote ways to locomote, rotate, elevate and balance using parts of the body with control										
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheets										
<b>SBA (FORMAL ASSESSMENT)</b>	Written task: 30 Physical education: 30										

**2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (TERM 2)**

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11	
DATE STARTED AND COMPLETED											
COMMENTS											
CAPS TOPIC	Development of the self						Social responsibility		Consolidation and assessment		
CORE CONCEPTS, SKILLS AND VALUES	Basic hygiene principles			Basic hygiene principles			Basic hygiene principles		Formal assessment: Learners will be assessed on Term 1 and Term 2's work		
	Emotions	Understanding own emotions: Appropriate ways to express own emotions	Personal experience of working in a group: Benefits of working in a group	Challenges of working in a group	Useful responses to challenges of working in a group	Bullying: How to protect self from acts of bullying	Appropriate responses to bullying: Where to find help	Children's rights and responsibilities:	Children's rights as stipulated in the South African Constitution	Outline for test	
	Understanding range of emotions: Love Happiness Grief Fear Jealousy	How to understand and consider others' emotions			Reading by learners: Reading for enjoyment	Examples of acts of bullying	Reading by learners: Reading for enjoyment	Name Health Safety Education Shelter Food Environment	Children's responsibilities in relation to their rights	Section A: 15 marks	Section B: 15 marks
		Reading by learners: Reading for enjoyment			Reading about ways to succeed in working in a group		Reading about appropriate responses to bullying		Reading by learners: Reading for enjoyment	All questions are compulsory	
		Reading about how people express different emotions							Reading about children's rights and responsibilities	Matching columns and/or complete sentences and/or lists	Case study may be used The questions will be a combination of three or more types of questions, ranging from "state", "explain", "discuss" and "describe" Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class Learners will provide direct responses and full sentences in point form One question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraph Learners will solve problems, make decisions and give advice. They will provide a few direct responses
PHYSICAL EDUCATION	Participation in a variety of modified invasion games (movement performance) Safety issues during games										
RESOURCES TO ENHANCE LEARNING	<ul style="list-style-type: none"> <li>Textbook, newspaper articles, posters, books on emotion</li> <li>Textbook, posters, pictures from magazines, Constitution of SA, Children's Act, newspaper articles, books about children's rights and responsibilities</li> </ul>										
INFORMAL ASSESSMENT	Homework/classwork/worksheet										
SBA (FORMAL ASSESSMENT)	Test: 30 Physical education: 30										

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE STARTED AND COMPLETED											
COMMENTS											
CAPS TOPIC	Social responsibility							Health and environmental responsibility			Formal assessment
CORE CONCEPTS, SKILLS AND VALUES	Basic hygiene principles			Basic hygiene principles				Basic hygiene principles			
	Cultures and moral lessons: Cultural groups in South Africa	Menus from different cultures in South Africa	Moral lessons selected from the narratives of cultural groups in South Africa Reading by learners: Reading for enjoyment Reading about moral lessons found in narratives of different cultures	Knowledge of major religions in South Africa				Dangers in and around water: At home and public swimming pools	Dangers in and around water: In rivers and dams	Responsible safety measures in and around water Reading by learners: Reading for enjoyment Reading about dangers in and around water	Learners will be assessed on Term 3's content Finalisation, submission and recording of project
				<b>Judaism and Christianity</b> Significant places, buildings and worship symbols of different religions	<b>Islam and Hinduism</b> Significant places, buildings and worship symbols of different religions	<b>Baha'i faith and Buddhism</b> Significant places, buildings and worship symbols of different religions	<b>African religions</b> Significant places, buildings and worship symbols of different religions Reading by learners: Reading for enjoyment Reading about religions in South Africa				
PHYSICAL EDUCATION	Participation in rhythmic movements with focus on posture Safety measures during rhythmic movements										
RESOURCES TO ENHANCE LEARNING	Textbook, posters, books and newspaper articles about cultures and moral lessons Textbook, books and newspaper articles about religions in South Africa Textbook, water safety equipment, books on dangers in and around water and Life Saving SA										
INFORMAL ASSESSMENT	Homework/classwork/worksheet										
SBA (FORMAL ASSESSMENT)	Project: 30 Physical education: 30										

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 4 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10
DATE STARTED AND COMPLETED										
COMMENTS										
CAPS TOPIC	Health and environmental responsibility							Consolidation	Consolidation and formal assessment	
CORE CONCEPTS, SKILLS AND VALUES	Basic hygiene principles				Basic hygiene principles				Outline for controlled test (all questions are compulsory)	
	Traffic rules relevant to road users: Pedestrians and cyclists Passenger behaviour Railway safety Reading about traffic rules relevant to road users	Personal and household hygiene: Personal hygiene items that cannot be shared Germ breeding areas in the house: Tables Counters Door handles Desks/work stations Areas that breed germs in public)	Dietary habits of children: Impact on dental and oral hygiene Reading by learners: Reading for enjoyment Reading about personal and household hygiene and dietary habits of children	Healthy environment and personal health: Home School Community Examples of environments that are unhealthy as a result of pollution: Air Water Land (including illegal dumping sites)	Dangers of unhealthy environments to personal health	Strategies to keep environments healthy: Conservation of environment Reading by learners: Reading for enjoyment Reading about healthy environments and personal health	HIV and AIDS education: Basic facts including blood management Basic explanation of HIV and AIDS Transmission of HIV through blood	How HIV is not transmitted How to protect oneself against infection through blood Reading by learners: Reading for enjoyment Reading basic facts about HIV and AIDS	<b>Section A: 15 marks</b> Matching columns and/or complete sentences and/or lists Questions will test understanding and factual knowledge	<b>Section B: 15 marks</b> Case study may be used The questions will be a combination of three or more types of questions, ranging from "state", "explain", "discuss" and "describe" Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Wellbeing class Learners will provide direct responses and full sentences in point form One question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraph Learners will solve problems, make decisions and give advice. They will provide a few direct responses
	Note: Information provided in the case studies should be current, up-to-date, age-appropriate and learner-friendly									
PHYSICAL EDUCATION	Participation in basic field and track athletics or swimming activities (movement performance) Safety measures during athletic or swimming activities									
RESOURCES TO ENHANCE LEARNING	Textbook, posters of relevant traffic signs and books about traffic rules Textbook, posters and books about personal and household hygiene Textbook, magazines, posters and books about healthy environments and personal health Textbooks on HIV and AIDS									
INFORMAL ASSESSMENT	Homework/classwork/worksheets									
SBA (FORMAL ASSESSMENT)	Test: 30 Physical education: 30									

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE STARTED AND COMPLETED										
COMMENTS										
CAPS TOPICS	Warm up and play Improvise and create	Warm up and play Improvise and create	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create	Formal practical assessment: Performing Arts	Create in 2D, family and friends Visual literacy	Create in 2D, family and friends Visual literacy	Create in 3D, self and others Visual literacy	Create in 3D, self and others Visual literacy
CONCEPTS, SKILLS AND VALUES	<p><b>Warm up</b> Name game in groups Travelling in personal (own) and general (shared) space, (consider direction, weight and levels) and freezing</p> <p><b>Improvise and create</b> Short rhythm patterns using body percussion and the rhythms explored in the name game. Body percussion is added to enhance the rhythm</p> <p>Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping note values</p>	<p><b>Warm up</b> Active relaxation in stillness and movement Concentration and listening games. Travelling in games (consider direction, weight and levels) and freezing</p> <p><b>Improvise and create</b> Locomotor and non-locomotor movements (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push and pull) individually and in unison, in time to a beat with imagery</p>	<p><b>Warm up</b> Travelling in duple or quadruple meter (2/4 or 4/4)</p> <p><b>Read, interpret and perform</b> Beat and rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining non-locomotor locomotor movements with sound using body percussion and/or percussion instruments</p> <p><b>Appreciate and reflect on</b> Percussive musical instruments: African music piece Classify instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high/low)</p>	<p><b>Warm up</b> Voice warmup using humming Action songs to accompany physical warmups</p> <p><b>Read, interpret and perform</b> Beat and rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining locomotor and non-locomotor movements with sound using body percussion and/or percussion instruments</p> <p><b>Appreciate and reflect on</b> Percussive musical instruments: African music piece Classify instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high/low) (continue)</p>	<p><b>Warm up</b> Creativity games (e.g. using props in turn as anything but what they are)</p> <p><b>Improvise and create</b> Beat and rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining locomotor and non-locomotor movements with sound using body percussion and/or percussion instruments</p>	<p><b>Practical formal assessment: Performing Arts</b> Rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims and minim rests), combining locomotor movements with sound using body percussion and/or percussion instruments 40 marks</p> <p><b>When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</b></p>	<p><b>Visual literacy</b> Baseline assessment Practical informal tasks</p> <p><b>Art elements</b> Line Shape Texture Form Space Colour Value</p> <p><b>Create in 2D: Picture of me</b> Evaluate use of art elements in a pencil drawing as well as answering of theory questions</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the proportion of the human body</p> <p><b>Create in 2D: Family and friends</b> <b>Art elements</b> Secondary colour used in own images of self and others</p> <p><b>Design principles</b> Contrast used in own images of self and others</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques – may include, but is not limited to, any of the following: Blind/contour drawings Colour pencil Pastel Painting Wax resist Collage Pencils Ink and stick drawings</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the proportions of the human body</p> <p><b>Create in 3D: Self and others/3D human figure</b> <b>Art elements</b> Texture, shape/form used in own models of human figure</p> <p><b>Design principles</b> Use and naming of contrast, e.g. in shapes and sizes of components of own model</p> <p><b>Spatial awareness</b> Conscious use of space, e.g. front, back and sides of model to be completed</p> <p><b>Skills and techniques</b> Skills and techniques Use created 2D artwork as resource to create a 3D artwork or any other appropriate and available medium, e.g. clay, papier mâché/wire/cardboard/other recyclable material Appropriate use of tools</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the proportions of the human body</p> <p><b>Create in 3D: Self and others/3D human figure</b> Add colour, texture, etc. by using different media and recyclable materials to complete model of 3D human figure</p> <p><b>Spatial awareness</b> Conscious use of space, e.g. front, back and sides of model to be completed</p> <p><b>Skills and techniques</b> Use created artwork as resource to create clay or any other appropriate and available medium Appropriate use of tools</p>
REQUISITE PRE-KNOWLEDGE	Basic experience and understanding of beat (keeping a steady beat) and rhythm, body percussion, locomotor and non-locomotor movements, basic experience of dance elements such as space						Basic and practical experience of art elements and some design principles, basic experience in creating simple 2D and 3D artworks			

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE STARTED AND COMPLETED										
COMMENTS										
RESOURCES TO ENHANCE LEARNING	Open, adequate classroom space, interactive whiteboard/data projector and laptop Pictures, photographs, stories, poems, anecdotes, video clips, Appropriate electronic apps, e.g. EdPuzzle, PowToons, Canva, Book Creator, etc. Found or made musical instruments, including drum/tambourine Audio equipment and audio-visuals with a range of suitable music CD player with a range of suitable music Charts of musical notes/substitutes such as animals representing note values Props, including cans, stones, newspapers, materials, chairs, balls and a large variety of differently sized and shaped objects						Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs	Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork. Example 3D figures.		
INFORMAL ASSESSMENT AND REMEDIATION	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>									
	Classroom discussion: Reflect on own and others' performances using simple Creative Arts terminology	Workbook: Mind-map of locomotor and non-locomotor movements	Workbook: Worksheet: classify instruments as part of a family or group	Workbook: Worksheet: classify instruments as part of a family or group	Observation, side coaching by teacher on performance	Classroom discussion: Reflect on own and others' performances using simple Creative Arts terminology	Baseline assessment	Teacher guidance and support towards exploring art elements and design principles  Drawing activities of artwork  Preparatory sketches of 3D design	Workbook: Preparatory sketches of 3D design  Exploring contrast	Teacher guidance and support towards completion of artwork  Classroom discussion and reflection
SBA (FORMAL ASSESSMENT)	Formal assessment of Performing Arts: 40 marks assessed with a rubric						Visual Art informal assessment			

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 AND 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11
DATE STARTED AND COMPLETED									
COMMENTS									
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Visual literacy</b> Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in creative lettering and/or patternmaking</p> <p><b>Create in 2D, creative lettering and/or patternmaking</b></p> <p><b>Art elements</b> Line, shape and colour used in own creative lettering and/ or patternmaking</p> <p>Drawing, cutting and sticking shapes in series</p> <p><b>Design principles</b> Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in creative lettering and/or patternmaking</p> <p><b>Create in 2D, creative lettering and/or patternmaking</b></p> <p><b>Art elements</b> Line, shape, colour used in own creative lettering and/or patternmaking</p> <p>Drawing, cutting and sticking shapes in series</p> <p><b>Design principles</b> Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques Add paint/ pastel/colour crayon to patterns and creative lettering</p>	<p><b>Create in 3D, mobiles or stabiles</b></p> <p><b>Art elements</b> Line, shape and colour used in own creative lettering and/or patternmaking</p> <p>Drawing, cutting and sticking shapes in series</p> <p><b>Design principles</b> Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p><b>Spatial awareness</b> Conscious use of space, e.g. front, back and sides of objects for mobile to be completed</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques. Appropriate use of tools</p>	<p><b>Create in 3D, mobiles or stabiles</b></p> <p><b>Art elements</b> Line, shape and colour used in own creative lettering and/or patternmaking</p> <p>Drawing, cutting and sticking shapes in series</p> <p><b>Design principles</b> Contrast used in own shapes and sizes of creative lettering and/or pattern</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques</p> <p>Spatial awareness Conscious use of space, e.g. front, back and sides of objects for mobile to be completed</p> <p>Appropriate use of tools</p>	<p><b>Create in 3D, mobiles or stabiles</b></p> <p><b>Art elements</b> Texture, shape/ form used in own construction of mobile</p> <p>Design principles Introduce proportion, e.g. the size of one form in relation to another in construction of own mobile</p> <p>Skills and techniques like pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p>Spatial awareness Conscious use of space, e.g. front, back and sides of objects for mobile to be completed</p> <p>Appropriate use of tools</p> <p><b>Practical formal assessment: Visual Art</b></p> <p><b>Create in 2D, creative lettering and/or patternmaking</b></p> <p><b>OR</b></p> <p><b>Create in 3D, mobiles or stabiles</b> Create a variety 2D and 3D shapes to create a mobile</p> <p><b>Assessment rubric: 40 marks</b></p>	<p><b>Warm up</b> Imaginative breathing exercises</p> <p>Creative games combining music and movement</p> <p><b>Improvise and create</b> Instruments using found objects</p> <p>Melodies to demonstrate the difference in pitch and note values using voice and found objects and natural instruments in the range of 5th (doh to soh)</p> <p><b>Appreciate and reflect on</b> Melodic musical instruments in an African music piece</p> <p>Classify instruments as part of a family/ group: Name, appearance, how sound is produced, pitch (high-low)</p>	<p><b>Warm up</b> Rolling up and down the spine and body part isolations</p> <p>Call and response games</p> <p><b>Read, interpret and perform</b> Movement sentences in 4/4, using units of action: Travelling, stillness and gesture (levels, directions, weight) in pairs, using call and echo or meeting and parting</p> <p><b>Appreciate and reflect on</b> Melodic musical instruments in an African music piece</p> <p>Classify instruments as part of a family/group: Name, appearance, how sound is produced, pitch (high/low)</p>	<p><b>Warm up</b> Awareness of breathing in relaxation and movement</p> <p>Rolling up and down the spine</p> <p><b>Read, interpret and perform</b> Rhythmic patterns in meter (2/4, 3/4, 4/4) using body percussion or percussion instruments</p> <p><b>Improvise and create</b> Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments</p>	<p><b>Warm up</b> Directional games and rhythm games</p> <p><b>Improvise and create</b> Continue from previous week: Sound pictures based on themes Movement responses to sound pictures (levels, directions, rhythms and weights of movement)</p>
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic and practical experience of art elements and some design principles Basic experiences in creating simple 2D and 3D artworks					Basic understanding of beat (keeping a steady beat), rhythm patterns (crotchets, crotchet rests, quavers and quaver rests and minims minim rests), body percussion, rhythmic patterns in meter (2/4, 4/4), locomotor and non-locomotor movement			
<b>RESOURCES TO ENHANCE LEARNING</b>	Materials: 2H H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines, photographs		Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork Example 3D figures			Open space Found or made musical instruments, including drum/tambourine Audio equipment and audio-visuals with a range of suitable music, which may include pieces composed specifically to demonstrate the instruments of the orchestra, such as "Carnival of the animals" by Saint-Saens, "Peter and the wolf" by Prokofiev, "The sorcerer's apprentice" by Dukas, etc.			

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 AND 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11
DATE STARTED AND COMPLETED									
COMMENTS									
						Charts and posters of musical notes/substitutes, e.g. animals representing note values Objects for making instruments: stones, cans, seeds, rice, pipes, bottles, containers, etc.			
INFORMAL ASSESSMENT AND REMEDIATION	<b>There should be continuous informal, formative assessment with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts during and at the end of each term</b>								
	Workbook: Questions to deepen and extend observation of elements and design principles in creative lettering and/or patternmaking	Workbook: Questions to deepen and extend observation of elements and design principles in creative lettering and/or patternmaking	Observation. Workbook: New terminology Quizzes Worksheets on creating mobiles/stables	Observation. Workbook: Art elements and design principals: Balance	Observation Workbook: Art elements and design principals: Balance	Workbook: Design and create own instruments using found objects Mind-map on melodic instruments	Workbook: Continue with mind-map on melodic instruments	Workbook: Worksheet critical reflection: Performances using simple Creative Arts terminology	Rehearsal: Side coaching, directing by teacher and peers towards performance
SBA (FORMAL ASSESSMENT)	Formal assessment of Visual Art:40 marks assessed with a rubric					Informal assessment: Performing Arts			



2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE STARTED AND COMPLETED										
COMMENTS										
CAPS TOPIC	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Formal practical assessment: Performing Arts	Create in 2D wild or domestic animals and their environment Visual literacy	Create in 2D, wild or domestic animals and their environment	Create in 2D, wild or domestic animals and their environment	Create in 2D, wild or domestic animals and their environment
CONCEPTS, SKILLS AND VALUES/	<p><b>Warm up</b> Rolling up and down the spine and side bends</p> <p><b>Improvise and create</b> Movement responses to different types of music, mood of music informs mood of movement. Movement sequences exploring verbal dynamics and word sequences</p> <p><b>Appreciate and reflect on</b> Own and others' performances and processes using simple Creative Arts terminology</p>	<p><b>Warm up</b> Rolling up and down the spine and side bends</p> <p>Floor work, rounding and lengthening the spine, stretching, sitting and lying down</p> <p><b>Improvise and create</b> Movement responses to different types of music, mood of music informs mood of movement</p> <p>Movement sequences exploring verbal dynamics and word sequences</p> <p><b>Appreciate and reflect on</b> Expressive qualities of musical instruments in music used in Topic 2</p>	<p><b>Warm up</b> Body part isolations as part of imaginative experience</p> <p>Concentration and focus games</p> <p><b>Read, interpret and perform</b> Building a drama from a stimulus: Characters, develop storyline and characters through mimed action</p> <p><b>Improvise and create</b> Create characters using props as stimulus, consider body language, posture and gesture</p>	<p><b>Warm up</b> Voice warm-ups Sensory awareness games.</p> <p><b>Read, interpret and perform (continue)</b> Building a drama from a stimulus: Characters, develop storyline, characters, space and time through mimed action</p> <p>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)</p> <p>Songs to improve ability to sing in tune</p> <p>Relate character of the chosen songs to suit characters in the drama</p> <p>Recognise melodies in range of 5th using tonic solfa (doh to soh).</p>	<p><b>Warm up</b> Call and response games Action songs</p> <p><b>Read, interpret and perform (continue)</b> Preparing drama for performance</p> <p>Sound pictures using instruments: Soundtrack for the drama, introduce characters</p> <p>Songs to improve ability to sing in tune</p> <p>Relate character of the chosen songs to suit characters in the drama</p> <p>Recognise melodies in range of 5th using tonic solfa (doh to soh)</p>	<p><b>Formal assessment task</b></p> <ul style="list-style-type: none"> <li>Drama performance:</li> <li>Storyline</li> <li>Characters</li> <li>Space</li> <li>Time</li> <li>Sound pictures using instruments: Soundtrack</li> <li>Singing of songs related to the character</li> </ul> <p><b>Performing Arts: 40 marks</b> When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</p>	<p><b>Visual Literacy</b> Observe, discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild and domestic animals.</p> <p><b>Create in 2D wild or domestic animals and their environment</b> <b>Art elements:</b> use <u>related colour</u> in own images of wild or domestic animals. <b>Design principles:</b> reinforce use of <u>contrast and proportion</u> through own images of wild or domestic animals.</p> <p><b>Drawing and/or colour media:</b> exploring a variety of media and techniques.</p> <p><b>Design principles:</b> reinforce use of <u>contrast and proportion</u> through own images of wild or domestic animals.</p>	<p><b>Create in 2D wild or domestic animals and their environment</b> <b>Art elements:</b> use <u>related colour</u> in own images of wild or domestic animals. <b>Design principles:</b> reinforce use of <u>contrast and proportion</u> through own images of wild or domestic animals.</p> <p><b>Drawing and/or colour media:</b> exploring a variety of media and techniques. Could include but not limited to any of the following: blind-/ contour drawings' colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <u>contrast and proportion</u></p> <p>in images of wild and domestic animals.</p> <p><b>Create in 3D, wild or domestic animals</b> <b>Art elements:</b> <u>texture</u>, shape/form <b>Design principles:</b> reinforce conscious use and naming of <u>contrast and proportion</u> in own models of wild or domestic animals.</p> <p><b>Skills and techniques:</b> clay/any other appropriate and available medium.</p> <p><b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides.</p> <p>Appropriate use of tools.</p>	<p><b>Create in 2D:</b> Drawing/colour media: wild or domestic animals and their environment. <b>Create in 3D: wild or domestic animals</b> <b>Art elements:</b> texture, shape/ form. <b>Design principles:</b> reinforce conscious use and naming of <u>contrast and proportion</u> in own models of wild or domestic animals. <b>Skills and techniques:</b> clay/any other appropriate and available medium. <b>Spatial awareness:</b> reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides. Appropriate use of tools.</p>
REQUISITE PRE-KNOWLEDGE	Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation and use of space) Basic improvisation technique Understanding and application of drama elements: Character, plot, time, space and audience Awareness of how different sounds of different musical instruments and the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. Similarly, a song can describe a mood or a character					Basic and practical experience of art elements and some design principles Basic experiences in creating simple 2D and 3D artworks				
RESOURCES TO ENHANCE LEARNING	Found or made musical instruments, including drum/tambourine Audio equipment and audio-visuals with a range of suitable music Charts and posters of musical notes on a staff					Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs			Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork Example 3D figures	

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
DATE STARTED AND COMPLETED										
COMMENTS										
	Objects for sensory work, including shakers, triangles, feathers, stones, sandpaper, etc. Props such as cans, suitcases, hats, newspapers, balls and a large variety of differently sized and shaped objects Found or made musical instruments, including drum/tambourine CD player, interactive whiteboard/data projector and laptop Pictures, photographs, stories, poems, anecdotes, one-liners and video clips									
INFORMAL ASSESSMENT AND REMEDIATION	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>									
	Workbook: Classify instruments as part of a family/group: Appearance Name Sound produced Pitch	Workbook: Mind-map: Developing a drama character description	Workbook: Worksheet on critical reflection about performances using simple Creative Arts terminology	Workbook: Questions to deepen observation of elements and design principles: images of wild or domestic animals	Workbook: Preparatory sketches Guidance by teacher Creative application of elements and principles	Preparatory sketches Worksheet: Practical/visual exploration of contrast and proportion Continuous supportive guidance by teacher towards completion of task	Classroom discussion and reflection			
SBA (FORMAL ASSESSMENT)	Formal assessment of Performing Arts: 40 marks assessed with a rubric					Informal assessment: Visual Art informal assessment task: 2D and 3D artwork				

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 4 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10
DATE STARTED AND COMPLETED									
COMMENTS									
CAPS TOPIC	Create in 2D: The natural world Visual literacy	Create in 2D: The natural world	Create in 3D: A kite/dream catcher/bird feeder	Create in 3D: A kite/dream catcher/bird feeder	Practical formal assessment: Visual Arts	Warm up and play Improvise and create	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Appreciate and reflect on
CONCEPTS, SKILLS AND VALUES	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world</p> <p><b>Create in 2D: The natural world</b> <b>Art elements</b> Reinforce secondary and related colours, including tints and shades</p> <p><b>Design principles</b> Reinforce use of contrast and proportion in own images of the natural world</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques, which may include, but is not limited to, any of the following: Blind/contour drawings Colour pencil Pastel Painting Wax resist Collage Pencils Ink and stick drawings</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world</p> <p>Questions to deepen and extend observation of elements and design principle</p> <p>Apply learning to own work</p> <p><b>Create in 2D: The natural world</b> <b>Art elements</b> Reinforce secondary and related colours in own images of the natural world, including tints and shades</p> <p><b>Design principles</b> Reinforce use of contrast and proportion in own images of the natural world</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world</p> <p><b>Create in 3D: A kite/dream catcher/bird feeder</b> <b>Art elements</b> Texture, shape/form and colour reinforced through use in own construction</p> <p><b>Design principles</b> Reinforce conscious use and naming of contrast and proportion in construction</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying, and joining various recyclable materials. Spatial awareness Reinforce conscious awareness of extending parts of models into space Appropriate use of tools</p>	<p><b>Create in 3D: A kite/dream catcher/bird feeder</b> <b>Art elements</b> Texture, shape/form and colour</p> <p><b>Design principles</b> Reinforce conscious use and naming of contrast and proportion in construction Spatial awareness Extending parts of models into space Appropriate use of tools</p>	<p><b>Create in 2D: The natural world</b> <b>OR</b> <b>Create in 3D: A kite/dream catcher/bird feeder</b> <b>Assessment rubric: 40 marks</b></p>	<p><b>Warm up</b> Posture games, exploring neutral posture and character's postures</p> <p><b>Improvise and create</b> Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression</p> <p>Physical shapes using gesture, posture and balance (balancing on different body parts)</p>	<p><b>Warm up</b> Posture games, exploring neutral posture and character's postures Body part isolations and stretching</p> <p><b>Improvise and create</b> Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression</p> <p><b>Read, interpret and perform</b> Building a drama from a stimulus: Tableaux in response to location or theme: Storyline Character Space Time</p>	<p><b>Warm up</b> Different kinds of jumps (with soft landings) and other travelling movements Trust and listening games</p> <p><b>Building a drama from a stimulus</b> Tableaux in response to location or theme, add start and end the drama, limited dialogue appropriate to the drama Sound pictures using instruments (body percussion, self-made, found and traditional) to create an appropriate soundtrack for the drama, including interludes (between actions) and underscoring (during action)</p> <p>Musical symbols of staff, minims, crotchets, quavers and respective rests in short musical phrases</p>	<p><b>Warm up</b> Body percussion "songs" in unison and in canon Musical games focusing on numeracy and literacy</p> <p><b>Read, interpret and perform</b> Building a drama from a stimulus: Tableaux in response to location or theme (consolidate previous weeks) Songs to improve in-tune singing related to the themes of the drama Recognising melodies in range of 5th (doh to soh)</p> <p><b>Appreciate and reflect on</b> Own and other's performances and processes using simple Creative Arts terminology</p>
REQUISITE PRE-KNOWLEDGE	Basic understanding and experience of art elements and design principles Experience in creating simple 2D and 3D artworks					Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation and use of space) Ability to read and interpret texts at a basic level Understanding and application of drama elements: Character, plot, time, space and audience			

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10	
DATE STARTED AND COMPLETED										
COMMENTS										
						Awareness of how different sounds of different musical instruments as well as the use of elements of music (tempo, dynamics, pitch, etc.) can contribute to the mood of music (happy, sad, etc.) and to describe a character in a story. In the same way, a song can be used to describe a mood or a character				
RESOURCES TO ENHANCE LEARNING	Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs	Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork Example 3D figures				Open space Found or made musical instruments, including drum/tambourine Audio equipment and audio-visuals with a range of suitable music Charts and posters of musical notes, stave and tonic solfa (doh-soh) Sheet music of simple melodies/songs Blindfolds CD player, interactive whiteboard/data projector and laptop Pictures, photographs, stories, poems, anecdotes, one-liners and video clips Appropriate electronic apps, e.g. EdPuzzle, PowToons, Canva, Book Creator, etc.				
INFORMAL ASSESSMENT AND REMEDIATION	There should be continuous informal, formative assessment, with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts during and at the end of each term									
	Workbook: Questions to deepen and extend observation of elements and design principles	Preparatory sketches Worksheet to explore contrast and proportion Teacher guidance towards completion of artwork	Workbook: Preparatory sketches, teacher guidance in process towards product	Observation, side coaching and direction Workbook: Art elements and design principles: Contrast and proportion	Classroom discussion exploring mime and new terminology: Gesture, posture and balance	Workbook: Storyboard of tableaux	Workbook: Reflection on own and others' performances and processes using simple Creative Arts terminology	Rehearsal Side coaching and directing by teacher and peers towards polished performance Self- and peer assessment		
SBA (FORMAL ASSESSMENT)	Formal assessment of Visual Art: 40 marks assessed with a rubric					Informal assessment: Performing Arts				