

basic education

Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

CURRICULUM AND ASSESSMENT POLICY STATEMENT

(CAPS)

CREATIVE ARTS

FINAL DRAFT

SECTION 1

NATIONAL CURRICULUM AND ASSESSMENT POLICY STATEMENT FOR CREATIVE ARTS

1.1 Background

The *National Curriculum Statement Grades R – 12 (NCS)* stipulates policy on curriculum and assessment in the schooling sector.

To improve its implementation, the National Curriculum Statement was amended, with the amendments coming into effect in January 2011. A single comprehensive Curriculum and Assessment Policy document was developed for each subject to replace the old Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines in Grades R - 12.

The amended *National Curriculum Statement Grades R - 12: Curriculum and Assessment Policy (January 2011) replaces the National Curriculum Statement Grades R - 9 (2002) and the National Curriculum Statement Grades 10 - 12 (2004)*.

1.2 Overview

(a) The *National Curriculum Statement Grades R – 12 (January 2011)* represents a policy statement for learning and teaching in South African schools and comprises the following:

(i) Curriculum and Assessment Policy documents for each approved school subject as listed in the policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF);* and

(ii) The policy document *National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF).*

(b) The *National Curriculum Statement Grades R – 12 (January 2011)* should be read in conjunction with the following documents:

(i) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding the National Protocol for Assessment Grade R – 12*, published in the *Government Gazette, No. 29467* of 11 December 2006; and

(ii) *An addendum to the policy document, the National Senior Certificate: A qualification at Level 4 on the National Qualifications Framework (NQF), regarding learners with special needs***,** published in the *Government Gazette, No.29466* of 11 December 2006.

(c) The Subject Statements, Learning Programme Guidelines and Subject Assessment Guidelines for Grades R - 9 and Grades 10 - 12 are repealed and replaced by the *Curriculum and Assessment Policy documents for Grades R – 12 (January 2011)*.

(d) The sections on the Curriculum and Assessment Policy as contemplated in Chapters 2, 3 and 4 of this document constitute the norms and standards of the *National Curriculum Statement Grades R – 12* and therefore, in terms of *section 6A* of the *South African Schools Act, 1996 (Act No. 84 of 1996,)* form the basis for the Minister of Basic Education to determine minimum outcomes and standards, as well as the

processes and procedures for the assessment of learner achievement to be applicable to public and independent schools.

1.3 General aims of the South African Curriculum

(a) The *National Curriculum Statement Grades R - 12* gives expression to what is regarded to be knowledge, skills and values worth learning. It will ensure that learners acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes the idea of grounding 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;
- providing access to higher education;
- facilitating the transition of learners from education institutions to the workplace; and
- 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:

- Social transformation; ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of our population;
- Active and critical learning; encouraging an active and critical approach to learning, rather than rote and uncritical learning of given truths;
- High knowledge and high skills; the minimum standards of knowledge and skills to be achieved at each grade are specified and sets high, achievable standards in all subjects;
- Progression; content and context of each grade shows progression from simple to complex;
- 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 10 – 12 (General) is sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, disability and other factors;
- 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
- 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) 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.

1.4 Time Allocation

1.4.1 Foundation Phase

(a) The instructional time for subjects in the Foundation Phase is as indicated in the table below:

Subject	Time allocation per week (hours)
I. Home Language	**6**
II. First Additional Language	**4 (5)**
III. Mathematics	**7**
IV. Life Skills	**6**
• Beginning Knowledge	1 (2)
• Arts and Craft	2
• Physical Education	2
• Health Education	1

(b) Instructional time for Grades R, 1 and 2 is 23 hours. For Grade 3, First Additional Language is allocated 5 hours and Beginning Knowledge is allocated 2 hours as indicated by the hours in brackets in the table above.

1.4.2 Intermediate Phase

(a) The table below shows the subjects and instructional times in the Intermediate Phase.

Subject	Time allocation per week (hours)
I. Home Language	**6**
II. First Additional Language	**5**
III. Mathematics	**6**
IV. Science and Technology	**3.5**
V. Social Sciences	**3**
VI. Life Skills	**4**
• Creative Arts	1.5
• Physical Education	1.5
• Religion Studies	1

1.4.3 Senior Phase

(a) The instructional time in the Senior Phase is as follows:

Subject	Time allocation per week (hours)
I. Home Language	**5**
II. First Additional Language	**4**
III. Mathematics	**4.5**
IV. Natural Sciences	**3**
V. Social Sciences	**3**
VI. Technology	**2**
VII. Economic Management Sciences	**2**
VIII. Life Orientation	**2**
IX. Arts and Culture	**2**

1.4.4 Grades 10-12

(a) The instructional time in Grades 10-12 is as follows:

Subject	Time allocation per week (hours)
I. Home Language	**4.5**
II. First Additional Language	**4.5**
III. Mathematics	**4.5**
IV. Life Orientation	**2**
V. Three Electives	**12 (3x4h)**

The allocated time per week may be utilised only for the minimum required NCS subjects as specified above, and may not be used for any additional subjects added to the list of minimum subjects. Should a learner wish to offer additional subjects, additional time must be allocated for the offering of these subjects.

SECTION 2

CURRICULUM AND ASSESSMENT POLICY FOR CREATIVE ARTS

2 CREATIVE ARTS

2.1 WHAT IS CREATIVE ARTS?

The subject Creative Arts provides exposure to and study of a range of art forms including Dance, Drama, Music, Visual Arts (including Design and Crafts) from Grade R to Grade 9. The main purpose of the subject Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts, and basic knowledge and skills to be able to participate in arts activities and as preparation for possible further study in art forms of choice in FET.

2.2 SPECIFIC AIMS

The intention of the subject Creative Arts is to:

- Develop creative, expressive and innovative individuals and teams
- Provide learners with exposure to and experiences in Dance, Drama, Music and Visual Arts
- Provide access to basic arts education for all learners
- Identify and nurture artistic talent, aptitude and enthusiasm
- Equip learners with adequate basic skills to be able to study further in art forms of their choice
- Develop an awareness of arts across diverse cultures
- Expose learners to the range of careers in the arts
- Develop arts literacy and appreciation
- Develop future audiences and arts consumers
- Develop life skills through the arts

Dance

The study of dance in the Senior Phase as part of Creative Arts focuses on providing opportunities for learners to experience the joy of dancing, to begin to learn how to use their bodies safely, to develop their fitness for dancing and to develop sufficient basic skills to equip them for selecting Dance Studies as a subject in FET, if desired. Through improvisation and composition, dance learners begin to explore and create their own movement sequences and to appreciate dance as a creative art. Since dance learning is circular rather than linear, the same topics are repeated throughout the year and each year with increasing complexity. The building of skills such as co-ordination, strength, flexibility, stamina, endurance and control takes a long time and requires regular practice. All activities can be adapted to any dance style.

Drama

The study of drama in Creative Arts explores themes and issues, creates a safe context for this exploration, and provides for opportunities to reflect on the insights gained in the process. The focus on physical and vocal warm-up activities is vital; it not only prevents injury, but it also develops physical awareness, co-ordination and strength over time. The voice is a very important tool for drama and must be used safely and effectively. Learners need to learn

how to breathe properly, how to warm up their voices so that they don't hurt them when performing, and how to make sounds more clearly for better communication. An important aspect of the drama focus is the development of a classroom performance (improvisation/playmaking) based on a specific stimulus. In the drama, the learner explores the motivations and the relationships between people in a real, imagined or historical context, to help him/her understand the world. The learner is encouraged to make decisions and to take responsibility for those decisions within the safe context of the drama.

Music

The study of music in Creative Arts aims to develop the ability to listen critically and with understanding to all music, to read rhythm and pitch, and to create, appreciate, reflect and perform. By the end of Grade 9, learners should be able to make an informed choice about whether to select Music as a subject in FET. If they choose to select Music, they should develop the ability to perform on an instrument on more or less the level of Grade 3 of the external examination bodies.

In order to teach music in Creative Arts, it is essential that each school should have at least one staff member who is musically trained or has at least some musical knowledge, an instrument tutor who is privately or school-arranged, or enrolment with a community/music centre, or an itinerant educator.

Visual Arts

Constant exposure to the content, concepts and skills of the Visual Arts, through a range of different activities that vary in depth and breadth, will help learners develop a rich visual language and related skills. Progression in the Visual Arts is cyclical rather than linear. Teaching should be age appropriate and sensitive to the development of genuine creativity. For those learners who wish to select FET Design or Visual Arts as subjects to study in the FET band, Senior Phase Visual Arts is crucial to equip them with the necessary foundational skills.

2.3 TIME ALLOCATION OF CREATIVE ARTS IN THE CURRICULUM

Senior Phase

In **Grade 7** Creative Arts is allocated 2 hours per week spread across all the art forms.

In **Grades 8 and 9**, Creative Arts is allocated 2 hours per week. However, to allow for more depth of study and in preparation for arts subject choices from Grade 10 to Grade 12, learners choose to study only **TWO** art forms.

Selection of Art Forms in Grades 8 and 9

The selection of art forms in Grade 8 and 9 will be determined by each school, based on the following criteria:

- Availability of specialist arts teachers on the staff or accessible to the school
- Learner abilities/talent and preferences
- Availability of the minimum facilities and resources required for the subject

Pathways

Schools can offer a number of different Creative Arts Pathways, depending on the criteria above, e.g.:
1. Dance & Drama
2. Dance & Music
3. Dance & Visual Arts
4. Drama & Music
5. Drama & Visual Arts
6. Music & Visual Arts

Staffing

- Learners could be taught both art forms by one teacher (2 hours per week) or each of the two art forms could be taught by the specialist in each art form (1 hour per week each). The art forms should be taught throughout the year and not in half-year modules.
- Schools that offer some or all of the arts subjects in FET will have access to specialist teachers, facilities and resources in those subjects.
- Schools that have no arts specialists and do not offer any arts subjects in FET can decide, in consultation with the school management team, staff and governing board, which art forms they will offer. Teachers responsible for teaching Creative Arts in these schools will need to undergo intensive and ongoing training in one or two art forms.

Learner Pathway Selection

Learners should select or be selected according to their abilities in the art forms and their preferences.

Availability of the Minimum Facilities and Resources Required for the Subject

In selecting which art forms schools will offer in Grades 8 and 9 the following minimum resources are required:

Art form	Minimum Facilities	Resources
Dance	Dance studio or hall or double classroom (open space)	Music System with CD player/iPod
Drama	Large classroom or hall	Music system
Music	Dedicated classroom and practice rooms	Music system, musical instruments
Visual Arts	Art room	Arts equipment, consumables

Timetabling for Grades 8 and 9 Creative Arts Pathways

In Grades 8 and 9, to ensure continuity and development of skills, it is preferable to teach the two selected art forms throughout the year rather than in half-year blocks. For example, in dance it is essential to continue dancing every week to build strength, flexibility, stamina and control. Learners should have a minimum of 10 hours per art form per term during school time and at least once per week per art form after school. The continuity of regular practice at least twice per week is necessary to build skills. This applies especially to learners who are keen to study arts subjects in FET.

Due to the practical nature of the arts, these subjects need at least a one-hour period for learning to be effective. For Dance and Drama, sufficient time is needed to change into relevant clothing, to warm up, to have time to develop the practical work, to cool down and to change back into school uniform. For Visual Arts and Music, time is needed to set up, work practically and clean up.

It is often a good idea to place Creative Arts Lessons before a break or at the end of the day so that learners can continue for longer than would be possible at other times.

Timetabling will depend on the number of classes in a grade, the number of Creative Arts teachers, the number of learners per pathway etc.

It is highly recommended that schools offering the arts subjects in FET select learners for pathways in Grades 8 and 9 according to ability and interest, to ensure that they have sufficient basic skills to qualify for entry into the arts subjects in Grade 10.

Below are a few suggestions for timetabling:

A) Arts Pathways Classes
In this scenario, learners are assigned to Grade 8 and Grade 9 classes according to their art subject choices, e.g.:

- Grade 8A & Grade 9A are Dance and Drama learners
- Grade 8B & Grade 9B are Dance and Music learners
- Grade 8C & Grade 9C are Music and Visual Arts learners
- Grade 8D & Grade 9D are Dance and Visual Arts learners
- Grade 8E & Grade 9E are Music and Drama learners
- Grade 8F & Grade 9F are Drama and Visual Arts learners

In this case the classes can be timetabled across the school day.

B) Creative Arts Timetable Block
In this scenario Grade 8 and Grade 9 classes are not assigned according to their arts choices. Two one-hour periods per week each are blocked off for Grades 8 and 9, and all the learners in the grades divide up into whichever pathway they are following at this time. Two examples follow:

Example 1
6 teachers available e.g. 1 per arts form plus 2 generic
Learners across all the classes in a grade are selected for the 4 art forms and those not interested in taking the arts in FET can go into generic classes. During the Creative Arts block, all the classes in the Grade (8 or 9) regroup according to the pathways.

The purpose of having a generic group would be to allow the learners who are bound for FET arts subjects to progress faster without being held back by learners with less interest in the arts.

	Monday	**Tuesday**	**Wednesday**	**Thursday**
13:00–14:00	**Grade 8** a,b,c,d,e,f, Creative Arts Pathways	**Grade 9** a,b,c,d,e,f Creative Arts Pathways	**Grade 8** a,b,c,d,e,f, Creative Arts Pathways	**Grade 9** a,b,c,d,e,f Creative Arts Pathways

Example 2

4 teachers available, one per art form

2 blocks are set aside to accommodate all the Grade 8 and Grade 9 classes. The same selection process and regrouping as described above is applied; this may not allow for a generic group, which could retard the progress of the learners bound for FET arts subjects.

	Monday	**Tuesday**	**Wednesday**	**Thursday**
12:30–13:30	**Grade 8** a,b,c,d Creative Arts Pathways	**Grade 9** a,b,c,d Creative Arts Pathways	**Grade 8** a,b,c,d Creative Arts Pathways	**Grade 9** a,b,c,d Creative Arts Pathways
13:30–14:30	**Grade 8** e,f,g Creative Arts Pathways	**Grade 9** e,f,g Creative Arts Pathways	**Grade 8** e,f,g Creative Arts Pathways	**Grade 9** e,f,g Creative Arts Pathways

Rationale for the Organisation of the Content

Since arts learning is circular rather than linear, the same topics are repeated throughout the year and each year, with increasing complexity. The building of skills takes a long time and requires regular practice.

The nature of progression in skills is found in:

- Introduction of new concepts and skills
- Increasing vocabulary in the arts form
- Increasing ability to listen well, respond to instructions and work with others
- Increasing skill in the arts form
- Increasing confidence, self discipline, focus and creativity

2.4 OVERVIEW OF TOPICS

Grade 7 Dance	**Grade 8 Dance**	**Grade 9 Dance**
Dance Performance Dance Improvisation & Composition Dance Appreciation	Dance Performance Dance Improvisation & Composition Dance Appreciation	Dance Performance Dance Improvisation & Composition Dance Appreciation
Grade 7 Drama	**Grade 8 Drama**	**Grade 9 Drama**
Dramatic Skill Development Drama Elements Interpretation and Performance of a Selected Dramatic Form	Dramatic Skill Development Drama Elements Interpretation and Performance of a Selected Dramatic Form Playmaking Media Critical Reflection and Careers	Dramatic Skill Development Drama Elements Interpretation and Performance of a Selected Dramatic Form Playmaking Media Critical Reflection
Grade 7 Music	**Grade 8 Music**	**Grade 9 Music**
Read and Create Appreciate and Reflect Prepare and Perform	Read and Create Appreciate and Reflect Prepare and Perform	Read and Create Appreciate and Reflect Prepare and Perform
Grade 7: Visual Arts	**Grade 8: Visual Arts**	**Grade 9: Visual Arts**
Create in 2D Create in 3D (three-dimensions) Visual Literacy	Create in 2D Create in 3D (three-dimensions) Visual Literacy	Create in 2D Create in 3D (three-dimensions) Visual Literacy

SECTION 3

3 OUTLINE OF WHAT IS TO BE TAUGHT

3.1 WHAT IS TO BE TAUGHT IN GRADE 7

In Grade 7 learners study all four art forms. Each art form is entitled to a minimum of 20 hours contact teaching time in the year. This content is written across all four terms although it may be taught in a module or linked with other arts activities.

<table>
<tr><th>SENIOR PHASE</th><th>TERM 1</th><th>GRADE 7</th></tr>
<tr><td>Topic 1: Dance</td><td>Suggested contact time
5 hours</td><td>Recommended resources
Music system, CDs or percussion instruments</td></tr>
<tr><td colspan="3">Content/concepts/skills

Dance Performance
• Warming up creatively: walking and running with freezes and variations in shape, directions and levels
• Floor work for strengthening and flexibility: flexing and pointing feet and rotations in the hips (turning out and parallel legs) with stretches
• Joint mobility: knee bends and rises on both feet with feet in a parallel position and outwardly rotated at the hips
• Locomotors across the space: running, stepping in triplet (3/4) timing and galloping, moving forwards, sideways and backwards
• Learning a movement sequence using travelling steps: triplets, gallops, slides, turning movements
• Cooling down with safe stretches

Dance Improvisation and Composition
• Exploration of contrasting and complementary shapes
• Exploring ideas, moods and thoughts through movement using different stimuli: themes, pictures, music
• Composition of a movement sequence that explores an idea, mood or thought, using contrasting shapes

Dance Appreciation
• Dance terminology
• Discussion of how emotions affect movement and how movements convey meaning</td></tr>
<tr><td>Topic 2: Drama</td><td>Suggested contact time
5 hours</td><td>Recommended resources
Drum/tambourine, DBE-approved textbook</td></tr>
<tr><td colspan="3">Content/concepts/skills

Dramatic Skills Development: Teacher-devised warm-up routine:

Vocal Development
• Relaxation, breathing, resonance, articulation

Physical Development
• Physical loosening up and energising of the body
• Mirror work and use of imagery</td></tr>
</table>

- Leading and following

Playmaking/Group Improvisation
- Short improvised dramas in groups with beginning, middle and end
- Listening and concentration
- Action and reaction
- Reflection

Interpretation and Performance of Choice of Dramatic Forms: FOLKTALES
- Vocal modulation and characterisation
- Movement (body language, facial expression etc.)
- Differentiate characters
- Vocal sound effects
- Reflection and feedback

Topic 3: Music	**Suggested contact time** 5 hours per term	**Recommended resources** Sound system, music equipment such as melodic and non-melodic instruments, acoustic and/or electric, textbooks/songbooks/file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Read and Create
- Aspects of sound: sound as vibration – waves
- Aspects of sound: duration, pitch, volume, colour and how it applies to music
- Consolidation of prior knowledge of duration and pitch
- Rests as symbols of silence
- Recording sounds of nature/environment (with any form of technology)

Appreciate and Reflect
- Active listening to a variety of music: *learners must experience live performances*
- Elements used to create the music
- Sound in production
- Meaning of the music and the context in which it is performed
- Instruments used in the performance

Prepare and Perform
- Performing music on available tuned and unturned instruments and voice in 2/4, 3/4, 4/4 and 6/8 time
- Reading and singing melodies and songs in the keys of C, G and F

Topic 4: Visual Arts	**Suggested contact time** 5 hours	**Recommended resources** Textbook, any drawing materials, recyclable materials, paper, visual stimuli

Concepts/content/kills

Create in 2D
- Observational drawing: small objects and still-life arrangements, focusing on learner's interests, the social world, current events, art, craft, design and popular culture. Emphasis on art elements – tone, texture and design principle (contrast)

Create in 3D

- Conscious use of space. Emphasis is on accurate or imaginative representation, and in the experience of space in the construction or modelling process; the arts as contributing to heritage. Emphasis on art elements (shape, line, texture) and design principles (contrast, emphasis, balance, distortion, exaggeration, simplification)

Visual Literacy

- Looking, talking, listening, writing and identification of art elements and design principles in own works, artworks, popular culture and the surrounding environment. Personal meaning and recognition of images expressed in words

SENIOR PHASE	TERM 2	GRADE 7
Topic 1: Dance	**Suggested contact time** 5 hours	**Recommended resources** **Textbook,** Music system, CDs or percussion instruments

Content/concepts/skills

Dance Performance

- Spinal warm up focusing on posture and alignment: rolling down and up the spine with side bends and arm stretches
- Arm movements and arm swings (half circles) to develop mobility, co-ordination and control
- Legs, feet and hips strengthening and mobility exercises: brushes, foot isolations, circular leg movements on the floor
- Small jumps off both feet, changing direction with emphasis on safe landings (toe–ball–heel–bend)
- Various turns with eye focus (spotting)
- Learning South African dance steps and sequences
- Cooling down with relaxation

Dance Improvisation and Composition

- Dance elements: time – syncopation and polyrhythms
- Composing movement sequences using syncopation and varying accents

Dance Appreciation

- Analysis of own and others' dance work in class with sensitivity

Topic 2: Drama	Suggested contact time 5 hours	Recommended resources Drum/tambourine, DBE-approved textbook, prose: narration and dialogue

Content/concepts/skills

Dramatic Skills Development: Teacher-devised warm-up routine:

Vocal Development

- Relaxation, breathing, resonance, articulation, develop warm-up routine; with new exercises in each area

Physical Development

- Physical loosening up and energising of the body, mirror work in pairs, use of imagery, leading and following

Playmaking Group Improvisation: Focus on Grouping, Shape, Climax

- Exploring themes: who, what where and when?
- Listening and concentration, action and reaction, grouping
- Physical relationships in space: proximity of people to one another, use of levels, point of focus in the picture
- Spatial arrangement: where/how the audience views the picture (end-on, in the round, into the corner etc.)
- Shaping of scene
- Reflection and feedback

Interpretation and Performance of Choice of Dramatic Forms: DRAMATISED PROSE

- The folktale told in the first term to be developed or selection of a new piece of prose
- Narrative and dialogue, different kinds of narrating – first person, description, action sequences, etc.
- Voice (pitch, pace, volume, tone-colour, pause, emphasis)
- Movement, using the body as a tool to tell the story, body language, facial expression and eye contact
- Vocal characterisation and physical characterisation – showing the characters vocally and physically

Topic 3: Music	**Suggested contact time** 5 hours per term	**Recommended resources** Sound system and music equipment such as melodic and non-melodic instruments, acoustic and/or electric; textbooks/songbooks/file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Read and Create

- Correct grouping of note values within the time signatures
- Symbols for rests according to the note values used
- Polyrhythms using notes and rests for different percussion instruments
- Rhythms with notes and rests; use French time names for fluent reading
- Knowledge of intervals within the octave according to size
- Symbols *pp, p, mp, ff, f, mf*; *crescendo, decrescendo*
- Aspect of volume – observing the symbols such as stated above
- Recorded sound: the aspect of volume

Appreciate and Reflect

- Active listening to a variety of styles and genres of music, including live performances
- Understanding the elements used to create the music
- How sound is produced
- Meaning of the music and the context in which it is performed
- Instruments used in the performance

Prepare and Perform

- Singing songs from various cultures with appropriate rhythm, tempo and dynamics; sing in more than one voice
- Performing various African and other folk songs with and without accompaniment
- Playing music on melodic and/or non-melodic instruments

Topic 4: **Visual Arts**	**Suggested contact time** 5 hours	**Recommended resources** Textbook, clay, any painting materials, recyclable materials, paper, visual stimuli

Concepts/Content/Skills

Visual Literacy: Musicians

- Personal verbal expression (express, identify/name, question and reflect) of the wider world; listening and responding to the verbal expression of others; the arts as our heritage (the artist/crafter/designer as a contributor to SA heritage)

Create in 3D: Musicians
- Conscious use of space. Emphasis is on accurate or imaginative representation, and in the experience of space in the construction or modelling process; the arts as contributing to heritage. Safe use of tools, consideration of others, shared resources, concern for the environment

Create in 2D: Musical Instruments
- Simple etching: emphasis is on the observation and interpretation of the visual world. Themes exploring learner's interests, the social world, current events and how these are expressed in art, craft, design and popular culture. Use international, local, past and present examples.

SENIOR PHASE	TERM 3	GRADE 7
Topic 1: Dance	**Suggested contact time** 5 hours	**Recommended resources** Music system, CDs or percussion instruments, textbook

Content/concepts/skills

Dance Performance
- Spinal warm up as before, arm reaches, swings and lunges
- Floor work for core stability, strengthening and flexibility
- Body-part isolations of head, shoulders, elbows, ribs and hips
- Articulation of the feet and mobility of the ankle and knee joints: foot isolations, bounces and jumps with safe landings, change of direction and patterns
- Combinations of runs and leaps with co-ordinating arm movements
- Learning a short group dance with rhythmic patterning and group formations
- Cooling down with slow, flowing movements to lyrical music

Dance Improvisation and Composition
- Exploration of natural gestures and varying them through exaggeration, slow motion and repetition
- Exploration of stylised movements from particular dance forms
- Composition of a sequence combining natural gestures and stylised movements, with a partner

Dance Appreciation
- Identification of different dance forms and discussion of what makes them different

Topic 2: Drama	Suggested contact time 5 hours	Recommended resources Drum/tambourine, DBE approved textbook, poems, stories

Content/concepts/skills
Dramatic Skills Development
Teacher-devised warm-up routine

Vocal development
- Relaxation, breathing, resonance, articulation, projection

Physical Development

- Mirror story work, action and reaction

Playmaking/Group Improvisation – Focus on Character Observation, Imitation and Imagination
- Listening and concentration, action and reaction
- Characterisation: making clear character choices (voice and body), relationships, different environments

Interpretation and Performance of Choice of Dramatic Forms: Choral Verse OR Praise Poetry

Choral Verse:
- Listening and responding to cues
- Using voice (pitch, pace, volume, tone-colour, pause, emphasis) in harmony with others
- Speaking in unison, antiphon, using cumulative methods, solo lines, sharing lines etc.
- Group movement, working as one, using body percussion

Praise Poetry
- Repetition, use of descriptive naming phrases, use of rhythm, audience, interaction with call and response
- Role of the praise poet in a community, the kinds of praises, the style of performance, costume used etc.
- Rhythm, pace and build, use of emphasis and volume, suitable intonation and expressiveness
- Body language and gesture
- Contact with the audience

Topic 3: Music	**Suggested contact time** 5 hours per term	**Recommended resources** Sound system and music equipment such as melodic and non melodic instruments, acoustic and/or electric, textbooks / songbooks / file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Read and Create
- Knowledge of notation of pitch and duration expanded
- Intervals – distance only
- Rhythms to illustrate understanding of the concept of tempo: *allegro*, *andante*, *adagio*, *moderato*, *ritardando*, *accelerando*

Appreciate and Reflect
- Active listening to a variety of styles and genres of music
- Understanding the elements used to create the music
- Identification of how sound is produced
- Meaning of the music and the context in which it is performed
- Instruments used in the performance

Prepare and Perform
- Perform various songs with and without accompaniment with appropriate rhythm, tempo and dynamics; sing in more that one voice; learn from memory to perform at suitable event

Topic 4: **Visual Arts**	**Suggested contact time** 5 hours	**Recommended resources** Textbook, any drawing and painting materials, recyclable materials, paper, visual stimuli

Concepts/content/skills

Create in 2D: Still Life

- Painting: emphasis on the observation and interpretation of the visual world. Observational project: still-life arrangement. Focus on art elements (shape, line, tone, texture, complementary colour, tints and shades) and design principles (contrast, proportion, emphasis, unity)

Visual Literacy: Crafters in South Africa

- Introduction to research skills: information about an artist/crafter using various sources – books, libraries, internet etc. Formal written response or class presentation (could be group work). Visual stimuli to draw ideas, discussion and debate from learners about the arts as heritage in South Africa

Create in 3D: Holder for Cell Phone

- Conscious use of space. Emphasis on accurate or imaginative representation, and in the experience of space in the construction or modelling process: pasting, cutting, wrapping, tying, stitching using a variety of materials. Experimentation with art elements and design principles in pattern-making as surface decoration

SENIOR PHASE	TERM 4	GRADE 7
Topic 1: Dance	**Suggested contact time** 5 hours	**Recommended resources** Music system, CDs or percussion instruments, textbook

Content/concepts/skills

Dance Performance

- Warm-up ritual focusing on posture, alignment and breathing, spinal rolls, side bends, swings and lunges
- Articulation of the feet and joint mobility: foot isolations, rises on two feet, sliding, shuffling and prancing
- Leg extensions: brushes and circular leg movements, on and off the floor
- Combinations of runs, turns and leaps
- Mastering and performing the group dance
- Cooling down with imagery

Improvisation and Composition

- Composition in groups of a dance sequence based on a South African picture, photograph or theme

Dance Appreciation

- Talking about own and others' dances
- Written reflection on own group composition process

Topic 2: Drama	Suggested contact time 5 hours	Recommended resources Drum/tambourine, DBE-approved textbook

Content/concepts/skills

Dramatic Skills Development: Teacher-devised warm-up routine:

- Consolidation of warm-up exercises to establish the flow of a warm up and to prepare for dress rehearsals

Playmaking/Group Improvisation – Focus on Character Observation, Imitation and Imagination

Drama elements in cultural and social events, compared to their use in theatre.

- Actors (the people involved in the activity, who have specific roles to fulfil)
- Audience (the people watching or participating from the sidelines)

- Space (arrangement of the space in a special way to accommodate all the participants/audience)
- Time (certain times only; of a particular duration)
- Costumes (to make a particular impact and to differentiate participants in the event)
- Props (objects used by participants in the event, given significance)
- Special effects (use of technology to create impressive visual or aural displays)
- Music or accompaniment (including instruments, song)
- Movement or choreography (including processions, or the use of simultaneous gesture)
- Chants or use of call and response, dialogue

Interpretation and Performance of Choice of Dramatic Forms: Consolidation – Group and Individual

- Focus and concentration in performance, confidence and preparation, relationship with the audience
- Vocal interpretation and physical interpretation, group work and use of space
- Rehearsal and performance of two pieces as a final practical assessment

Topic 3: Music	**Suggested contact time** At least one-third of the time – either every lesson or 3 periods per term	**Recommended resources** Sound system and music equipment such as melodic and non-melodic instruments, acoustic and/or electric; textbooks/songbooks/file resource with or without CD with music and/or accompaniments for songs

Content/concepts/skills

Read and Create

- Consolidation of previous knowledge
- Creating music, songs or jingles about any life experience (advertisements, festivals, entertainment, social issues); notating own songs, music or jingle

Appreciate and Reflect

- Instrument classification: idiophones, chordophones, membranophones, aerophones
- Family of instruments: strings, woodwinds, brass and percussion
- Discussion of any family of instruments according to shapes, materials used, type of sound, how it is played, what makes the sound, variety of instruments in the group
- Purpose, function and role of different instruments used in indigenous, traditional and Western forms of music in South Africa

Prepare and Perform

- Performing various songs with and without accompaniment with appropriate rhythm, tempo and dynamics Singing in more that one voice. Learning from memory to perform at suitable event
- Performing music on instruments

Topic 4: **Visual Arts**	**Suggested contact time** 5 hours	**Recommended resources** Textbook, clay, any drawing and painting materials, recyclable paper and materials, paper, visual stimuli

Concepts/content/skills

Create in 2D: Paper-cut Collage: Buildings as Heritage

- Paper-cutting and pasting techniques, showing layering, reduction of building elements to shape (geometric and organic) in monochromatic colour. Parts of building to be used to create design in unusual format

Create in 2D: Life Drawing: Model Wearing an Interesting Item

- Model wearing interesting item: focus on art elements line, tone and texture, as well as contrast, proportion, emphasis, balance and direction. Encouragement of careful looking and recording

Create in 2D: Observational Drawing: Small Object

- Use of wet media for drawing, variations in line and texture: small objects. Emphasis on art elements shape, line, tone, texture and design principles contrast, proportion, emphasis

3.2 WHAT IS TO BE TAUGHT IN GRADE 8

Learners study **only TWO** art forms in Grade 8. Since there is a choice, each art form will be laid out separately from Term 1 to Term 4, for Grade 8.

Dance

<table>
<tr><th>SENIOR PHASE: DANCE</th><th>TERM 1</th><th>GRADE 8</th></tr>
<tr><td>Topic 1:
Dance Performance</td><td>Suggested contact time
Minimum 45 minutes per week</td><td>Recommended resources
Music system and CDs or percussion instruments, textbook</td></tr>
<tr><td colspan="3">Content/concepts/skills

Dance Conventions
• Setting up of a class management system: greeting, focus, trust, controls, use of space, code of conduct

Dance Technique
• Warming up: locomotors with change of directions
• Floor work: core stability exercises for strengthening back and stomach muscles, focusing on breathing, curving and lengthening the spine
• Muscles and joint strengthening and mobility: brushes of the legs standing in parallel position, forward, sideways and backwards; bouncing knee bends, rises and small jumps
• Leaps across the floor with soft landings

Performance and Style
• Movements involving combinations of flexion, extension, rotation, motor co-ordination in the chosen dance form
• Steps and sequences moving across space, in the chosen dance form

Cooling Down and Stretching
• Cooling down: gradual reduction of speed and size of movements</td></tr>
<tr><td>Topic 2:
Improvisation and Composition</td><td>Suggested contact time
2 hours per term
Improvisation can be integrated with or interspersed between technical dance work</td><td>Recommended resources
Music system, CDs, instruments,, textbook</td></tr>
<tr><td colspan="3">Content/concepts/skills
• Developing safe environment: name games, movement games, rhythm games
• Exploration of the eight basic locomotor movements, varying space, directions and tempo: walk, run, skip, hop, jump, slide, gallop, leap
• Exploration of non-locomotor movements: curl, uncurl, bend, twist, swing, turn, kick
• Composition of short dance sequences combining locomotor and non-locomotor movements, varying directions, levels and tempo</td></tr>
<tr><td>Topic 3:
Dance Appreciation</td><td>Suggested contact time
Contact time 30 minutes plus own research time</td><td>Recommended resources
Videos, live performances (optional), dance books, dance magazines, textbook</td></tr>
<tr><td colspan="3">Content/concepts/skills
• Discussion of dances seen in communities, on television and on stage: type of dance, movements, performers, location, type of music used, ideas/themes</td></tr>
</table>

SENIOR PHASE: DANCE	TERM 2	GRADE 8
Topic 1: Dance Performance	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook

Content/concepts/skills

Dance Technique

- Warming-up ritual built up gradually: rolling down the spine, side bends, body-part isolations
- Floor work core stability exercises for strengthening back and stomach muscles, feet and legs
- Ankle and knee joint mobility: knee bends and rises with feet parallel and with legs outwardly rotated (turned out position)
- Leg exercises that increase the flexibility, hip mobility and strength
- Simple jump or footwork sequences according to the dance form
- Aerial movements across the floor with soft landings and changing directions

Performance and Style

- Steps and sequences moving across space to a range of music genres and rhythms
- Steps from a social or popular dance style

Cooling down and Stretching

- Cooling down with safe, slow stretching

Topic 2: **Improvisation and Composition**	**Suggested contact time** 2 hours per term Improvisation can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, instruments, textbook

Content/concepts/skills

- Dance elements: time – slow motion, double time, varying accents
- Relationships: leading and following, unison movement
- Composition of movement sentences in pairs, varying tempo, pace and accent

Topic 3: **Dance Appreciation**	**Suggested contact time** Contact time 2 hours plus own research time	**Recommended resources** Worksheets, videos, live performances (optional), dance books, dance magazines, textbook

Content/concepts/skillsContent/Concepts/Skills

- Discussion of social and popular dances: origin, characteristics, effect on the dancers and audience

SENIOR PHASE: DANCE	TERM 3	GRADE 8
Topic 1: **Dance Performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum

Content/concepts/skills

Dance Technique

Same as in Term 2 with increasing complexity:

- Adding on to the warming-up ritual, focusing on posture and alignment and adding arm swings, reaches and lunges in all directions
- Ankle and knee joint mobility, strength and control: knee bends and rises with balances
- Leg extension, strengthening and hip mobility exercises: brushes, lunges, circular leg movements and kicks in all directions
- Articulation of the feet in preparation for jumps and footwork combinations: foot isolations, bounces, shuffles, stamps
- Travelling steps across space according to the dance form

Performance and Style

- Movement sequence in a particular dance form involving combinations of flexion, extension, locomotion and elevation
- Performing in a group with timing and spatial awareness
- Presentation skills: eye focus, commitment to movement, retention of dance steps

Cooling Down

- Cooling down: breathing and relaxation exercises with gentle music playing softly

Topic 2: **Improvisation and Composition**	**Suggested contact time** 2 hours per term;improvisation can be integrated with or interspersed between technical dance work	**Recommended resources** Music system, CDs, textbook

Content/concepts/skills

- Dance elements: flow of energy (strong, soft, jerky and smooth), contrasting dynamics
- Relationships within and between bodies: active and passive

Topic 3: **Dance Appreciation**	**Suggested contact time** Contact time 1 hour plus own research time	**Recommended resources** Worksheets, videos, live performances (optional), dance books, dance magazines, textbook

Content/concepts/skills

- Types of jobs in the dance and arts industry: research and presentation

SENIOR PHASE: DANCE	TERM 4	GRADE 8
Topic 1: **Dance Performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or percussion instrument/s, textbook
Content/concepts/skills **Dance Technique** • Mastery of the warming-up ritual from the previous terms • Performance of a set dance technique class based on the work learnt through the year **Performance and Style** • Mastery and performance of the dance sequence in the chosen dance form with attention to detail and team work **Cooling Down** • Flowing lyrical movements to slow, calm music		
Topic 2: **Improvisation and Composition**	**Suggested contact time** 2–3 hours	**Recommended resources** Music system, CDs, percussion instruments
Content/concepts/skills • Exploration of gestures and changing them from literal to abstract • Combination of gestures into a movement sentence		
Topic 3: **Dance Appreciation**	**Suggested contact time** Contact time 4 hours plus homework and own revision time	**Recommended resources** Worksheet/notes on dance elements and dance terminology, examination/test paper
Content/concepts/skills • Dance terminology • Categories of dance elements covered in the year • Revision of social and popular dances from Term 2 • Revision of dance and arts careers from Term 3 • Reflection on own dance experiences		

Drama

SENIOR PHASE: DRAMA	TERM 1	GRADE 8
Topic 1: **Dramatic Skills Development**	**Suggested contact time** 15 minutes every week	**Recommended resources** Creative Arts textbook
Content/concepts/skills Teacher-devised warm-up routine: vocal and physical development **Voice** • Relaxation exercises ensuring restful alertness • Breathing exercises to develop breath control and capacity • Correct posture and alignment (neutral position) **Movement** • Release tension, establish trust, develop concentration and focus attention on the body as an instrument of expression		
Topic 2: **Playmaking**	**Suggested contact time** 3 hours	**Recommended resources** Creative Arts textbooks, newspaper and magazine articles, poems, songs, slogans
Content/concepts/skills Written sketch or polished improvisation; research and discussion on a theme related to a social or environmental issue for the drama: isolating a topic and devising a topic from the research **Structure** • What: events, story line, development of story, structure of story (beginning, middle and end), climax, dramatic tension • Who: characters – vocal and physical characterisation, attitude, function, specific mannerisms, speech patterns, relationships, variety of roles • Where: place and space (location), depicted through voice and body • When: time depicted through voice and body • Who to: audience, context, economic, political, social		
Topic 3: **Interpretation and Performance of Selected Dramatic Forms: Poems**	**Suggested contact time** 4 hours	**Recommended resources** Poetry compilations, short story compilations, novels, magazines,
Content/concepts/skills Indigenous poems written by South African poets individually and in groups Interpretation and presentation skills: • Text analysis – expressing piece in own words • Vocal clarity: speak distinctly and audibly • Variation in pitch, pace and tone • Justified use of pauses, emphasis • Physical expressiveness: appropriate use of movement and/or stillness • Emotional connection with poem, convince the audience of the truth of the appropriate emotion • Creation of appropriate mood, using voice and movement • Audience contact: memorable, engaging and effective presentation		
Topic 4: **Critical Reflection**	**Suggested contact time** 30 minutes	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Critical reflection on peer interpretation and performance of the poem piece, using drama terminology		

SENIOR PHASE: DRAMA	TERM 2	GRADE 8
Topic 1: **Dramatic Skills Development**	**Suggested contact time** 15 minutes every week (2½hours in total)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher-devised warm-up routine: vocal and physical development **Voice** Consolidation of previous term with addition of exercises to develop tone and resonance **Movement** Consolidation of previous term with addition of exercises to develop focus and control		
Topic 2: **Playmaking:** • Space • Time • Dramatic structure	**Suggested contact time** 3 hours (with some outside class time for scripting the improvisation)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills **Shaping and Structuring: Improvisation Created in Previous Term** • Most important moments/highlights, effective words or dialogue, crucial movements • Use of symbols • Audibility of spoken dialogue • Finding a clear focus: unnecessary/confusing dialogue, movements removed • Developing and sustaining dramatic tension • Recording of improvisation as a script **Styles of Scenes** • Exploration of: movement and narrator; movement alone; specialised style – melodrama, comedy, tragedy, farce etc.; a musical, a puppet show • Location and time: exploration of playback, jumps in time, different time and place, flashbacks		
Topic 3: **Interpretation and Performance of Selected Dramatic Forms: Prose**	**Suggested contact time** 4 hours	**Recommended resources** Creative Arts textbook, poetry compilations, short story compilations, novels, magazines
Content/concepts/skills Prose written by South African authors reflecting South African cultures and contexts, individual group performance Develop interpretation and presentation skills by focusing on the following: • Text analysis – expressing piece in own words • Narrative technique: appropriate to the style of the story (legends, fairy tales) • Vocal clarity: speak distinctly and audibly, variation in pitch, pace and tone, justified use of pauses, of emphasis • Verbal characterisation: creating characters through voice • Physical expressiveness: appropriate use of movement and/or stillness • Creation of appropriate mood, using voice and movement • Audience contact (impact of prose piece, audience contact if appropriate, engaging)		
Topic 4: **Critical Reflection**	**Suggested contact time** 30 minutes	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Critical reflection on peer interpretation and performance of the prose piece using drama terminology		

SENIOR PHASE: DRAMA	TERM 3	GRADE 8
Topic 1: **Dramatic Skills Development**	**Suggested contact time** 15 minutes every week (2½ hours in total)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher-devised warm-up routine: vocal and physical development **Voice** • Articulation: developing clear and distinct speech by focusing on correct formation of vowels and consonants • Projection: developing how learners project ('throw') their voices across a space **Movement** • Building on Terms 1 and 2, with addition of creating character and mood through movement		
Topic 2: **Playmaking**	**Suggested contact time** 2 hours	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Technical resources: self-made technical resources to enhance the performance developed in Terms 1 and 2 • Properties, set pieces, costume pieces, basic lighting, sound • Justification for use of technical resources		
Topic 3: **Interpretation and Performance of a Choice of Dramatic Forms: Monologues or Dialogues/Scenes**	**Suggested contact time** 4 hours	**Recommended resources** Creative Arts textbooks, compilations of plays, extracts from plays
Content/concepts/skills **Monologues** • Text analysis – expressing the piece in own words; interpretation of the character – based on knowledge of the play; vocal characterisation – communicate aspects of the character (background, age, status, intention etc.); vocal clarity – distinct and audible use of voice; physical characterisation – communicate aspects of the character through the body – age, status, body language, gestures etc.; use of space – appropriate use of space; emotional connection – connect with the emotions of the character; impact of the monologue – memorable, engaging and effective **Dialogues/Scenes** • Same as above plus: interaction – stay in character when not speaking; development of relationship – understand status of characters, relationship grows, develops and changes appropriately; impact of the dialogue/scene – memorable, engaging and effective		
Topic 4: **Careers**	**Suggested contact time** 1 hour	**Recommended resources** Creative Arts textbooks, pamphlets, books on careers, internet
Content/concepts/skills Careers in the following sectors: • Formal theatre: actor, director, make-up artist, costume designer, set designer, stage manager, marketing manager, publicist, front-of-house staff • Informal theatre: mime artist (street theatre), clowns, acrobats • Media forms: film and theatre critics, directors, actors, designers working in films, commercials, music videos • Related to the field of drama: drama teachers, drama therapists, promoters, agents		
Topic 5: **Media: Types, Stereotypes**	**Suggested contact time** 30 minutes(continued in Term 4)	**Recommended resources** Creative Arts textbooks, media forms

Content/concepts/skills

- Different forms of media: television, film, DVD, radio, print media
- Media stereotyping, including typecast, labelling, stock characters – target audience, use of language, representation of cultures, gender, different age groups, presentation of violence

SENIOR PHASE: DRAMA	TERM 4	GRADE 8
Topic 1: **Dramatic Skills Development**	**Suggested contact time** 15 minutes every week (2½ hours in total)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher-devised warm-up routine **Voice** Consolidation of vocal exercises of the first three terms, with addition of interpretation skills to texts: analysis and understanding of the text, using pause, pitch, pace, projection, intonation and tone **Movement** Consolidation of activities of the first three weeks (relaxation, trust, focus, control exercises etc.)		
Topic 2: **Playmaking**	**Suggested contact time** 2 hours	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Development of scripted improvisation created in Terms 1, 2 and 3: integration of dance, music and art to support meaning, theme, characterisation and purpose of the drama		
Topic 3: **Interpretation and Performance of a Choice of Dramatic Forms: Storytelling**	**Suggested contact time** 3 hours	**Recommended resources** Creative Arts textbooks, stories, fables, legends, anecdotes from various cultures, radio dramas
Content/concepts/skills **Selection of Appropriate Stories for Interpretation and Performance, Based on the Following** • A story with a single theme, clearly defined; well developed plot; variety of characters; clear structure – beginning, middle, point of climax and ending; appropriateness to the audience; stories from indigenous South African cultures **Interpretation and Performance Skills of Storytelling** • Text analysis – expressing piece in own words; narrative technique: appropriate to the style of the story (legends, fairy tales etc.); verbal characterisation: creating characters through voice; physical expressiveness: appropriate movement, physical characterisation; phrasing, pause, rhythm, use of tone, inflection and pitch; vocal clarity: speak distinctly and audibly; appropriate mood/atmosphere, space, music, song and dance; audience contact (impact of story, audience contact if appropriate, engaging etc.)		
Topic 4: **Critical Reflection**	**Suggested contact time** 1 hour (continuation from previous)	**Recommended resources** Creative Arts textbook, pamphlets, books on careers, Internet
Content/concepts/skills Research on the aspects of the careers: skills, qualifications and qualities needed; description of career		
Topic 4: **Media and Stereotyping**	**Suggested contact time** 1½ hour (continuation from Term 1)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills		

Continuation of Research on Stereotyping in Various Media Forms, with Addition of

- Identification of stereotypes in stories, theatre, film, television and radio according to age, gender, class/status and culture etc.
- Representation of stereotyping in the past and stereotyping in the present in forms of media
- Exploration of how discrimination and prejudice are linked with stereotyping

Music

SENIOR PHASE: MUSIC	TERM 1	GRADE 8
Topic 1: **Read and Create**	**Suggested contact time** At least one-third of the time.	**Recommended resources** Music equipment such as melodic and non melodic instruments, acoustic and or electric, textbooks for music

Content/concepts/skills

Aspects of Sound and How it is Notated

Duration

- Note values – whole, half, quarter,
- Time signature –3/4, 4/4,
- Grouping – correct grouping within the time signature
- Rests – as for note values

Pitch

- Clefs – G clef
- Note names on the staves
- Scales and key signatures – C, and F major
- Accidentals

Volume

- Play louder (dynamic indications)
- Different instruments different volume
- More instruments more volume
- Influence of acoustic of performance venue

Colour

- Overtones and how they determine colour
- Instruments and their different colours – identify by listening

Elements and Principles of Music: rhythm, form, line/melody, harmony, timbre, texture

Topic 2: **Appreciate and Reflect**	**Suggested contact time** At least one-third of the time.	**Recommended resources** Music equipment such as a good sound system

Content/concepts/skills

- Technology – material and the working of music instruments
- Active listening to identify the elements and principles of music in a variety of musical styles (kwaito, pop and rock)

Topic 3 **Prepare and Perform**	**Suggested contact time** At least one-third of the time.	**Recommended resources** Musical instruments, acoustic and/or electric to be used in class for group activities, demonstration, and accompaniment purposes

Content/concepts/skills

- Performing music on available instruments or voice in 2/4 and 4/4
- Reading and singing melodies and songs in the keys of C

SENIOR PHASE: MUSIC	TERM 2	GRADE 8
Topic 1: **Read and Create**	**Suggested contact time** At least one-third of the time.	**Recommended resources** Music equipment such as melodic and non-melodic instruments, acoustic and or electric, textbooks for music

Content/concepts/skills

Aspects of Sound and How it is Notated
Duration

- Note values – whole, half, quarter *add* eighth and sixteenth
- Time signature – 3/4, 4/4 add 2/4 and 6/8
- Rhythms with known note values and rests –in 2/4, 3/4, 4/4, 6/8
- Grouping – correct grouping within the time signature

Pitch

- Clefs G and F
- Intervals – distance and major and perfect (intervals of the major scale)
- Scales and key signatures – C, F, G, D and B flat major adding: a minor (natural)
- Introduction to triads - tonic
- Expand knowledge of solfa.

Volume

- Accents
- Music terminology: *pp, p, mp, ff, f, mf, crescendo, decrescendo, diminuendo*

Colour

- Overtones and how they determine colour – continue expanding of knowledge hereof
- Instruments and their different colours – identify by listening

Elements and Principles of Music: rhythm, form, line/melody, harmony, timbre, texture, variety, emphasis, balance, movement, space

Topic 2: **Appreciate and Reflect**	**Suggested contact time** At least one-third of the time	**Recommended resources** Music equipment such as a good sound system, research materials

Content/concepts/skills

- Research and sharing of information about music and music-related careers and training.
- Active listening to identify the elements and principles of music in a variety of musical styles, Cultural Music, Jazz and Blues

Topic 3: **Prepare and Perform**	**Suggested contact time** At least one-third of the time	**Recommended resources** Musical instruments, acoustic and/or electric

Content/concepts/skills

- Performing music on available instruments or voice in 2/4, 3/4, 4/4 and 6/8 metres adhering to all instructions by the composer
- Reading, singing and playing by ear melodies and songs in the keys of C, G, D, F, B flat and A minor

SENIOR PHASE: MUSIC	TERM 3	GRADE 8
Topic 1: **Read and Create**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term.	**Recommended Resources** Music equipment such as melodic and non-melodic instruments, acoustic and or electric, textbooks for music
Content/concepts/skills **Duration** • Consolidation of previous knowledge **Pitch** • Scale degree terminology (tonic, subdominant, dominant) and the meaning in Major and Minor keys **Music Terminology** *Allegretto, allegro, andante, moderato, ritardando, legato, staccato, accent*; repeat; *cantabile, simplice*; *capo, da capo*, *da capo al fine, fermata, fine, segno, dal segno*		
Topic 2: **Appreciate and Reflect**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Music equipment such as a good sound system
Content/concepts/skills • Categories of African Instruments: chordophones, idiophones, membranophones. • Active listening to identify the elements and principles of music in a variety of musical periods (baroque, classical, romantic, modern)		
Topic 3: **Prepare and Perform**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Musical instruments, acoustic and/or electric, to be used in class for group activities or demonstration or accompaniment purposes
Content/concepts/skills • Performing music on available instruments or voice in 2/4, 3/4, 4/4 and 6/8 metres, adhering to all instructions by the composer • Reading and singing melodies and songs in the keys of C, G, D, F, B flat and A minor • Performing songs from various cultures		

SENIOR PHASE: MUSIC	TERM 4	GRADE 8
Topic 1: **Read and Create**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Music equipment such as melodic and non melodic instruments, acoustic and or electric, textbooks for music
Content/concepts/skills • Consolidation of previous knowledge • Terminology: *allegro*, *allegretto*, *andante*, *moderato*, *ritardando*, *rit*, *ritard*, *adagio*, *andantino*, *presto*, *rallentado*, *rall.*, *a tempo*, *allargando*, *langsam*, *larghetto*, *largo*, *lento*, *mosso*, *rasch*, *schnell*, *tempo primo*, *legato*, *staccato*, accent		
Topic 2: **Appreciate and Reflect**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Music equipment such as a good sound system, pictures of instruments
Content/concepts/skills • Identification of the different Western and African string and woodwind instruments both visually and aurally through listening and viewing pictures		
Topic 3: **Prepare and Perform**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Musical instruments, acoustic and/or electric, to be used in class for group activities, demonstration or accompaniment purposes
Content/concepts/skills • Performing music on available instruments or voice in 2/4, 3/4, 4/4 and 6/8 metres, adhering to all instructions by the composer • Reading and singing melodies and songs in the keys of C, G, D, F, B flat and A minor		

Visual Arts

<table>
<tr><th>SENIOR PHASE: VISUAL ARTS</th><th>TERM 1</th><th>GRADE 8</th></tr>
<tr><td>Topic 1:
Visual Literacy</td><td>Suggested contact time
1 hour per session
x 1 session</td><td>Recommended resources
Textbook, visual stimuli: copies or photographs of graffiti, examples of decorative lettering</td></tr>
<tr><td colspan="3">Content/concepts/skills

Creative Lettering in Popular Culture
• Art elements and design principles: use in description of artworks
• Role of the artist/designer in South African society: careers in the visual arts field
• Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world in relation to human rights issues, and the world of work
• Wider world: personal verbal expression
• Values development: discussion of painting or sculpture or example of popular culture to formulate values and to learn respect for the opinions of others</td></tr>
<tr><td>Topic 2:
Create in 2D</td><td>Suggested contact time
1 hour per session
x 3 sessions</td><td>Recommended resources
Textbook, any painting materials, visual stimuli</td></tr>
<tr><td colspan="3">Content/concepts/skills

Creative Lettering
• Art elements (shape, line, tone, texture, complementary colour) and design principles (contrast, proportion, emphasis, unity, balance)
• Role of the artist/designer in society: the artist as a commentator on human rights issues; the world of work in the arts disciplines
• Design: exploration of art elements and design principles in design projects: surface decoration; fashion design, interior design, corporate design
• Lettering and design projects in various formats combining art elements and design principles
• Variation of paper size and format: different scale and degrees of detail</td></tr>
<tr><td>Topic 3:
Create in 2D</td><td>Suggested contact time
1 hour per session
x 2 sessions</td><td>Recommended resources
Textbook, visual stimuli, drawing materials, paper</td></tr>
<tr><td colspan="3">Content/concepts/skills

Life drawing of model in pose (preparation for later poster)
• Art elements (line, tone, texture) and Design principles (proportion, contrast)</td></tr>
<tr><td>Topic 4:
Create in 2D</td><td>Suggested contact time
1 hour per session
x 4 sessions</td><td>Recommended resources

Textbook, recyclable paper, mixed drawing media, visual stimuli and artefacts</td></tr>
<tr><td colspan="3">Content/concepts/skills

Human Rights Poster
• Art elements (shape, line, tone, texture, colour) and design principles (contrast, proportion, emphasis, unity)
• Lettering and design projects in various formats combining art elements and design principles
• Planning and preparation: (with guidance) resources, visual information and preliminary drawings and sketches in preparation for the final projects</td></tr>
</table>

SENIOR PHASE: VISUAL ARTS	TERM 2	GRADE 8
Topic 1 : **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Textbook, visual stimuli
Content/concepts/skills **Containers** • Art elements and design principles: use in description of artworks • Role of the artist/designer in South African society: careers in the visual arts field • Wider world: personal verbal expression of the wider world; listening and responding to the verbal expression of others • Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the construction and use of containers through history: changes in form and function etc. • Values development: discuss painting or sculpture or example of popular culture to engage in moral, ethical and philosophical discussions, to formulate values and to learn respect for the opinions of others; explore the world of work in visual arts/design		
Topic 2: **Create in 3D**	**Suggested contact time** 1 hour per session x 3 sessions	**Recommended resources** Textbook, visual stimuli, earthenware clay, scratching and modelling tools
Content/concepts/skills **Pinch Pot with Lid Detail** • Art elements and design principles: deeper knowledge and conscious application of design principles in own work • Functionality: appropriate use of clay, function of pot and lid detail • Spatial awareness: experience working with shapes in space • Develop craft skills: good craftsmanship, exploratory and known techniques: modelling, joining, decorating • Use of tools: safety, consideration of others: shared resources, concern for the environment		
Topic 3: **Create in 3D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Textbook, visual stimuli, recyclable materials: fabric offcuts, beads, cardboard, braids, ribbons, sequins
Content/concepts/skills **Container Based on Mythology** • Art elements and design principles: conscious application of design principles in own work • Spatial awareness: developing understanding of plane, depth and visual perspective • Develop craft skills: good craftsmanship, exploratory and known techniques: pasting, cutting, wrapping, tying, stitching etc. • Planning and preparation: with guidance, collection of resources, visual information, preliminary drawings and sketches in preparation for the final project: preparation for and construction of a container based on mythology • Use of tools: safety, consideration of others: shared resources, concern for the environment		
Topic 4: **Visual Literacy**	**Suggested contact time** 1 hour per session x 2 sessions	**Recommended resources** Textbook, visual stimuli, containers from previous project
Content/concepts/skills **Critical Reflection on Own and Others' work**		

- Art elements and design principles: use in description of artworks
- Role of the artist/designer in South African society: careers in the visual arts field
- Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world in relation to the world of work
- Social development: identification and explanation of how photography, filmmaking, sculpture and printmaking can document human rights abuses
- Values development: critical reflection: groups to discuss and reflect on each others' work and on the role that the arts can play in documenting human rights issues

SENIOR PHASE: VISUAL ARTS	TERM 3	GRADE 8
Topic 1: **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Visual stimuli: Copies or photographs of fashion garments, a range of fashion, artefacts or photography

Content/concepts/skills

Fashion Then and Now

- Art elements and design principles: use in description of artworks
- Role of the artist/designer in South African society: careers in the visual arts field
- Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing on fashion and fashion design
- Values development: discussion on fashion to engage in moral, ethical and philosophical issues, to formulate values and to learn respect for the opinions of others

Topic 2: **Create in 3D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Textbook, recyclable materials, glue, visual stimuli

Content/concepts/skills

A Garment for a Particular Function

- Art elements and design principles: deeper knowledge and conscious application of design principles in own work
- Role of the artist/designer in society: investigate and make art that reflects and affects cultures, lifestyles, beliefs and fashion
- Spatial awareness: experience working with shapes in space
- Develop craft skills: good craftsmanship, exploratory and known techniques: pasting, cutting, wrapping, tying, joining, stitching etc.; use of recyclable materials in groups to create garments to be worn for a particular function
- Planning and preparation: with guidance, collect resources, visual information and make preliminary drawings and sketches and selection of tools and materials in preparation for the final projects
- Use of tools: safety, consideration of others: shared resources, concern for the environment

Topic 3: **Create in 2D**	**Suggested contact time** 1 hour per session x 2 sessions	**Recommended resources** Textbook, any drawing materials, paper, visual stimuli

Content/concepts/skills

My Human Rights Statement

- Art elements (shape, line, tone, texture) and Design principles (contrast, proportion, emphasis, unity)
- Role of the artist/designer in society: the artist as a commentator on human rights issues
- Own and wider world: emphasis on the observation and interpretation of the visual world: exploration of the documentation of human rights issues
- Planning and preparation: with guidance, collection of resources, visual information, preliminary drawings and sketches in preparation for the final project
- Social development: discussion on use of objects and images as symbols: human rights issues; choice of own human rights issue to inspire drawing, using collection of self-chosen objects

Topic 4: **Create in 2D**	**Suggested contact time** 1 hour per session x 3 sessions	**Recommended resources** Textbook, any painting materials, visual stimuli

Content/concepts/skills

Personal Interpretation of a Current Human Rights Issue

- Art elements (shape, line, tone, texture, colour) and design principles: conscious application of design principles in own work
- Role of the artist/designer in society: the artist as a commentator on human rights issues
- Own and wider world: exploration of the social world, current events, popular culture, the documentation of human rights issues
- Planning and preparation: with guidance, collection of resources, visual information, preliminary drawings and sketches in preparation for the final project

SENIOR PHASE: VISUAL ARTS	TERM 4	GRADE 8
Topic 1: **Visual Literacy**	**Suggested contact time** 1 hour per session x 2 sessions	**Recommended resources** Textbook, visual stimuli, any other resources
Content/concepts/skills **Careers in the Arts Fields** • Role of the artist/designer in South African society: careers in the visual arts field • Research skills: research and share information about art, craft, architecture, design and related careers and training using various sources: interviews, case studies, books, libraries, internet etc.; formal written response or class presentation (could be group work) • Values development: discussion of world of work in the arts: clear brief, preparation for research (could be a group project)		
Topic 2: **Visual Literacy**	**Suggested contact time** 1 hour per session x 2 sessions	**Recommended resources** Learners' researched presentations
Content/concepts/skills **Presentation of Research** • Art elements and design principles: use in description of research • Role of the artist/designer in South African society: careers in the visual arts field • Research skills: sharing of information about art, craft, architecture, design and related careers and training using various sources: interviews, case studies, books, libraries, internet etc.; formal written response or class presentation (could be group work) • Communication skills: express, identify/name and reflect • Wider world: personal verbal expression; listening and responding to the verbal expression of others • Social development: learners work independently or in groups to display or present their research to the other members of the class • Values development: formulation of values and learn respect for the opinions of others, exploring the world of work in visual arts/design		
Topic 3: **Create in 2D**	**Suggested contact time** 1 hour per session x 3 sessions	**Recommended resources** Textbook, any drawing and painting materials, paper, visual stimuli
Content/concepts/skills **2D Product from World of Work in Learners' Context** • Art elements (shape, line, tone, texture, colour) and design principles: conscious application of design principles in own work • Role of the artist/designer in society: the world of work in the arts disciplines • Own and wider world: theme/project that is suitable for learners in their own context that will give them insight into the world of work in the visual arts/design 2D field: dry media (drawing, collage, pattern-making, simple etching) and/or wet media (painting, wax resist, simple printing techniques)		
Topic 4: **Create in 3D**	**Suggested contact time** 1 hour per session x 3 sessions	**Recommended resources** Textbook, any modelling materials, visual stimuli
Content/concepts/skills **3D Product from World of Work in Learners' Context**		

- Art elements and design principles: deeper knowledge and conscious application of design principles in own work
- Role of the artist/designer in society: the world of work
- Spatial awareness: understanding of plane, depth and visual perspective
- Develop craft skills: good craftsmanship, exploratory and known techniques: pasting, cutting, modelling, wrapping, tying, joining, stitching etc.
- Own and wider world: theme/project that is suitable for learners in their own context that will give them insight into the world of work in the visual arts/design 3D field
- Use of tools: safety, consideration of others: shared resources, concern for the environment

3.3 WHAT IS TO BE TAUGHT IN GRADE 9

Learners study **only TWO** art forms in Grade 9. Since there is a choice, each art form will be laid out separately from Term 1 to Term 4, for Grade 9.

Dance

SENIOR PHASE: DANCE	TERM 1	GRADE 9
Topic 1: **Dance Performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook

Content/concepts/skills

Dance Conventions

- Greeting/acknowledgement at start and end of class, use of space (coming across in 2s, no bumping, respect for others, class discipline)

Dance Technique

- Warming-up ritual built up gradually: breathing exercise, rolling down the spine, side bends, circular body movements, arm stretches to the ceiling and side to side
- Arm swings with transference of weight and lunges
- Floor work core stability, exercises for back and stomach muscles: successional rounding and lengthening of the spine and side bends
- Ankle and knee joint mobility and strength: knees bends and rises, emphasising alignment
- Feet warm ups and small jump sequences
- Combinations of locomotor steps moving across space, changing directions

Performance and Style

- Movement sequences in a selected dance form involving combinations of flexion, extension, locomotion, elevation and motor co-ordination of body parts
- Learning a short fast dance sequence with attention to quick footwork in any dance style

Cooling Down

- Cooling down with relaxation imagery

Topic 2: Improvisation and Composition	Suggested contact time 2 hours per term	Recommended resources Music system, CDs, instruments, textbook,

Content/concepts/skills

- Development of movement motifs, adding variations
- Composition structures: beginning and ending, repetition, stillness
- Composition of a solo or group sequence around an idea using motifs, with clear beginning and ending, repetition and stillness

Topic 3: Dance Appreciation	Suggested contact time 2 hours plus own research time	Recommended resources Newsprint, Kokis, Prestik, notes on warming up and cooling down

Content/concepts/skills

- Code of conduct in the dance class: discussion, negotiation and generating a class poster
- Purpose of warming up: increasing oxygen intake, increasing heart rate, increasing flexibility of joints and elasticity of muscles, reducing risk of injury and focusing the mind
- Purpose of cooling down: gradually reducing speed and size of movements, returning heart rate and breathing to normal

SENIOR PHASE: DANCE	TERM 2	GRADE 9
Topic 1: **Dance Performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook

Content/concepts/skills

Dance Technique

Same as Term 1 with increasing complexity

- Floor work core stability and strengthening exercises with focus on breath, flowing and lengthening from a strong centre: spinal rolls, side bends, spirals around the spine and upper body arch (high release)
- Ankle, knee and shoulder joint mobility and strength: knee bends and rises with co-ordinating arms
- Outward rotation in the hips (turn out) to increase stability, strength and range of movement in the hip joint
- Body part isolations on the spot and travelling
- Exercises for balance and control: brushes, kicks and balancing on one leg
- Articulation of the feet in preparation for small jump sequences with changes of direction

Performance and Style

- Basic stylistic characteristics of the selected dance form
- Movements involving combinations of flexion, extension, rotation, locomotion, turning, elevation and co-ordination of body parts in the selected dance form
- Steps and sequences moving to a range of music genres and rhythms with variations in dynamics (speed, energy)

Cooling Down

- Safe slow stretching activities

Topic 2: Improvisation and Composition	Suggested contact time 2 hours per term; improvisation can be integrated with or interspersed between technical dance work	Recommended resources Music system and CDs or musical instruments, raps, poems, songs, or music, textbook

Content/concepts/skills

- Relationships working in pairs: meeting and parting, call and response, blind and guide
- Exploration of ideas, moods and thoughts through movement using different stimuli
- Composition of movement sequences using raps, poems, songs or music

Topic 3: Dance Appreciation	Suggested contact time 2 hours plus own research time	Recommended resources **Textbook,** Worksheets, DVDs, videos, live performances (optional), dance books, dance magazines, writing materials/workbook or journal

Content/concepts/skills

- Dance terminology – names of steps, dance elements
- Appreciation and understanding of dance as an art: dances seen live on stage, in communities, on television, and on DVD

SENIOR PHASE: DANCE	TERM 3	GRADE 9
Topic 1: **Dance Performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum, textbook

Content/concepts/skills

Dance Technique

Same as Term 2 with increasing complexity

- Mastery of the full warming-up ritual with focus on safe dance practice
- Kinaesthetic awareness (correct placing of body in space) during knee bends, rises and balances
- Mobility of the joints: various combinations of swings, including crossing and opening of both arms, alternating arms forward, back, side to side, figure of 8 and with travelling
- Strengthening and lengthening of the muscles and extending the range of movement in the joints: high brushes and kicks and circular movements of the legs from the hips
- Building stamina through jumping, galloping, leaping and combinations of large motor movements

Performance and Style

- Particular characteristics/gestures of the selected dance form
- Movements involving combinations of flexion, extension, rotation, locomotion, turning, gesture, elevation and coordination of body parts
- Movement sequences to music genres and rhythms with variations in dynamics (speed, energy) and space (levels, directions, pathways)
- Learning dance steps and style from an indigenous South African culture

Cooling Down

- Flowing lyrical movement in pairs followed by gentle slow stretching

Topic 2: Improvisation and Composition	Suggested contact time 2 hours per term; improvisation can be integrated with or interspersed between technical dance work	Recommended resources Music system, CDs, instruments, props, pictures, obstacles, textbook

Content/concepts/skills

- Relationships within and between bodies: positive and negative shapes, giving and receiving weight
- Exploring ideas, moods and thoughts through movement using different stimuli: props, sport movement, geometric shapes, teenage mood swings or obstacles
- Composition structures focusing on transitions between movements

Topic 3: Dance Appreciation	Suggested contact time 1 hour plus own research time	Recommended resources Worksheets, dance books, dance magazines, writing materials/workbook or journal

Content/concepts/skills

- Dance and related careers: skills, qualifications and qualities needed, description of career
- Comparison between the dance forms in South Africa: origin, culture, type of movements
- Analysis of own and others' dances using dance terminology: clarity of idea, dancers (number, role, gender), composition construction, use of design elements

SENIOR PHASE: DANCE	TERM 4	GRADE 9
Topic 1: **Dance Performance**	**Suggested contact time** At least 45 minutes per week during school time plus after school practice once per week	**Recommended resources** Music system and CDs or drum
Content/concepts/skills **Dance Technique** • Mastery of the dance class as in previous terms with attention to style, detail, correct posture, correct alignment and safe landings from aerial movements **Performance and Style** • Mastery of a dance sequence in the selected dance form including commitment to movement, focus, style, musicality • Performing with others: spatial awareness between dancers, sensitivity towards fellow performers, eye contact, timing		
Topic 2: **Improvisation and Composition**	**Suggested contact time** 2 hours per term; improvisation can be integrated with or interspersed between technical dance work.	**Recommended resources** Music system, CDs, instruments, props, poems, textbook
Content/concepts/skills • Relationships within and between bodies, complementary and contrasting shapes and movements • Composition structures and adding unison and canon • Composing a movement sequence with a partner or group, using a theme with a prop and a poem or music		
Topic 3: **Dance Appreciation**	**Suggested contact time** 4 hours per year plus own research time	**Recommended resources** Examination paper and marking memorandum, textbook
Content/concepts/skills **Revision of the Year's Work** • Dance terminology – names of steps, dance elements and compositional structures • Careers in the dance and arts industries • Dance forms in South Africa • Analysis of own and others' dances • Reflection on own dance experiences		

Drama

SENIOR PHASE: DRAMA	TERM 1	GRADE 9
Topic 1: **Dramatic Skills Development**	**Suggested contact time** 15 minutes every week (2½ hours in term)	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher-devised warm-up routine **Voice: Relaxation, Posture and Breathing Exercises** • Restful alertness; posture (in neutral position); breath control and capacity **Movement: Energising and Loosening the Body** • Focus exercises, warming up each body part through swings, curling and uncurling the spine; understanding the purpose of warming up and cooling down		
Topic 2: **Playmaking**	**Suggested contact time** 3 hours	**Recommended resources** Creative Arts textbooks
Content/concepts/skills **Classroom Drama Developed by Learners** • Exploration of themes through improvisation; creation of context and a storyline for the drama • Key elements: character, time, space, dramatic tension and structure • Exploration of cultural context: sensitivity and respect towards different cultures and cultural practices; integration of cultural practices into the classroom drama: rituals, ceremonies and symbols		
Topic 3: **Performance of Selected Dramatic Form: Poem or Prose**	**Suggested contact time** 2½ hours (to be further developed in Term 2)	**Recommended resources** Creative Arts textbooks, poetry, short stories, novels, magazines
Content/concepts/skills Develop interpretation and presentation skills by focusing on the following: **Poems (Performed by an Individual or a Group)** • Text analysis – expressing piece in own words; phrasing, pause, rhythm, sound, use of tone, inflection, pitch • Vocal clarity: speak distinctly and audibly • Physical expressiveness: appropriate use of movement and/or stillness • Emotional connection: convince the audience of the truth of the appropriate emotion • Creation of appropriate mood, using voice and movement • Use poetic devices: appropriate use of pause, verse lengths, rhythm, rhyme, imagery, alliteration etc. • Audience contact: memorable, engaging and effective presentation **Prose (Performed by an Individual or a Group)** • Text analysis and vocal clarity as above • Narrative technique: appropriate to the style of the story (legends, fairy tales etc.) • Verbal characterisation and physical expressiveness; mood/atmosphere through voice and body • Audience contact (impact of prose piece, audience contact if appropriate, engaging etc.)		
Topic 4: **Critical Reflection**	**Suggested contact time** 1 hour	**Recommended resources** Creative Arts textbooks
Content/concepts/skills • Critical reflection on peer interpretation and performance of the poem or prose piece, using drama terminology		
Topic 5: **Media**	**Suggested contact time** 1 hour and own research time	**Recommended resources** Forms of media, i.e. television, film, DVDs, internet etc.
Content/concepts/skills • Different forms of media: accessible and relevant film, television, radio, documentaries, internet • Drama elements identified in the selected media form		

SENIOR PHASE: DRAMA	TERM 2	GRADE 9
Topic 1: **Dramatic Skills Development**	**Suggested contact time** 15 minutes every week	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher-devised warm-up routine **Voice** • As in Term 1, with addition of exercises to develop phonation and resonance **Movement** • As in Term 1, with addition of creating an environment through the body		
Topic 2: **Playmaking:** • Character • Language • Dramatic tension	**Suggested contact time** 3 hours	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Development of classroom drama created in Term 1: • Character: physical and vocal characterisation • Language: shaped by the situation, the roles and relationships of the character, appropriate register • Dramatic tension: within a person, between people/groups of people, between people and the environment		
Topic 3: **Interpretation and Rerformance of a Choice of Dramatic Forms: Poems or Prose (continued from Term 1)**	**Suggested contact time** 2½ hours (continuation from Term 1)	**Recommended resources** Creative Arts textbooks, poetry compilations, short story compilations, novels, magazines
Content/concepts/skills Continue from Term 1 or select the option that was not done during Term 1, either prose or poetry Develop interpretation and presentation skills by focusing on the following: **Poems (Performed by an Individual or a Group)** • Text analysis – expressing piece in own words; phrasing, pause, rhythm, sound, use of tone, inflection, pitch • Vocal clarity: speak distinctly and audibly • Physical expressiveness: appropriate use of movement and/or stillness • Emotional connection: convince the audience of the truth of the appropriate emotion • Creation of appropriate mood, using voice and movement • Use of poetic devices: appropriate use of pause, verse lengths, rhythm, rhyme, imagery, alliteration • Audience contact: memorable, engaging and effective presentation **Prose (Performed by an Individual or a Group)** • Text analysis – expressing piece in own words; phrasing, pause, rhythm, tone, inflection, pitch • Narrative technique: appropriate to the style of the story (legends, fairy tales) • Verbal characterisation and physical expressiveness; mood/atmosphere through voice and body • Vocal clarity: speak distinctly and audibly • Audience contact (impact of prose piece, audience contact if appropriate, engaging)		

Topic 4: **Media**	**Suggested contact time** 2 hours and own research time	**Recommended resources** Creative Arts textbook, media forms
Content/concepts/skills • Different types of media: television, soap opera, radio, film, DVD, internet • Positive and negative effects: accessibility, communication between continents, countries, cities, towns; bringing cultures together; use and function of mass media; source of advertising; breakdown of communication; lack of parental guidance; exposure to violence and crime		

SENIOR PHASE: DRAMA	**TERM 3**	**GRADE 9**
Topic 1: **Dramatic Skills Development**	**Suggested contact time** 15 minutes every week	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Teacher-devised warm-up routine **Voice** • Articulation: clear and distinct speech by focusing on correct formation of vowels and consonants • Modulation: change in stress, pitch, loudness and tone of the voice **Movement** • Physical characterisation – character's unique way of moving and motivation		
Topic 2: **Playmaking**: • **Basic staging conventions** • **Target audience**	**Suggested contact time** 2 hours	**Recommended resources** Creative Arts textbooks
Content/concepts/skills Development of Classroom Drama created in Terms 1 and 2 by focusing on the following: **Basic Staging Conventions** • Stage space: centre stage, upstage, downstage etc. • Use of performance space: placing of actors, indicating fictional place of the drama, movement patterns • Placement of the audience in relation to the type of stage **Target Audience** • Age group, economic background, social background, political background **Purpose of Performance** • Educate, enlighten, entertain, mobilise, inform		
Topic 3: **Interpretation and Performance of a Choice of Dramatic Forms: Monologues or Dialogues/Scenes**	**Suggested contact time** 5 hours	**Recommended resources** Creative Arts textbooks, compilations of plays, extracts from plays
Content/concepts/skills **Monologues** • Text analysis – expressing piece in own words; interpretation of the character – based on knowledge of the play • Vocal characterisation – communicate background, age, status, intention • Vocal clarity – distinct and audible use of voice		

- Physical characterisation – communicate through the body – age, status, body language, gestures
- Use of space; emotional connection; invisible listener, onstage silent partner
- Impact of the monologue – memorable, engaging and effective

Dialogues/Scene
As above plus
- Use of space; emotional connection; interaction – stay in character when not speaking, listening and responsiveness; development of relationship – status of characters, development of relationship

Topic 4: **Critical Reflection**	**Suggested contact time** 30 minutes	**Recommended resources** Creative Arts textbook

Content/concepts/skills
Critical reflection on performance of the monologue or dialogue/scene, using drama terminology

SENIOR PHASE: DRAMA	**TERM 4**	**GRADE 9**
Topic 1: **Dramatic Skills development**	**Suggested contact time** 15 minutes every week (2½ hours in total)	**Recommended resources** Creative Arts textbook

Content/concepts/skills
Teacher-devised warm-up routine

Voice
- Interpretation skills: pause, pitch, pace, projection, intonation and tone

Movement
- Consolidation of activities of the first three weeks: energising and loosening, creating environments through the body, physical characterisation

Topic 2: **Playmaking** • **Symbols** • **Technical elements: costumes, props, sets, lighting (self-made)**	**Suggested contact time** 2 hours	**Recommended resources** Creative Arts textbooks

Content/concepts/skills

Development of Classroom Drama Created in Terms 1, 2 and 3
- Symbols (objects may be symbolic and reflect on the deeper meaning of the play)
- Technical elements: adding to the meaning, mood, impact and spectacle (if relevant)

Design, Develop and Make Own Technical Elements Such As
- Costumes (pieces of costume that contribute to characterisation, add meaning, symbolism)
- Props (used to enhance meaning, characterisation and dramatic tension in the play)
- Sets (economical use of set pieces, different meanings assigned to objects)
- Lighting (different kinds of lights or colours create different spaces, time frames, moods, meanings; contrasts between well-lit performance space and darkness, use of spotlights)

Topic 3: **Interpretation and performance of a choice of dramatic forms: storytelling or radio dramas**	**Suggested contact time** 5 hours	**Recommended resources** Creative Arts textbooks, stories, fables, legends, anecdotes from various cultures, radio dramas

Content/concepts/skills

Interpretation and performance, focusing on the following:

Storytelling (Using Examples from Indigenous Cultures)

- Text analysis – expressing piece in own words
- Narrative technique: appropriate to the style of the story (legends, fairy tales, *ntsomi* etc.)
- Vocal characterisation and physical expressiveness: appropriate mood/atmosphere through voice and body
- Phrasing, pause, rhythm, tone, inflection, pitch
- Vocal clarity: speak distinctly and audibly
- Use of space, music, song, sound effects, dance
- Audience contact (impact of story, audience interaction if appropriate, engaging etc.)

Radio Dramas

- Text analysis – expressing piece in own words; interpretation of the character – based on knowledge of the play
- Vocal characterisation – background, age, status, intention; vocal clarity – distinct and audible use of voice
- Emotional connection; interaction – stay in character when not speaking; development of relationships – status of characters, development of relationships
- Impact of sound on the listener; use of voice to create atmosphere, space and time; use of pause; building of tension by using sound only; use of sound effects and music

Topic 4: **Critical Reflection**	**Suggested contact time** 30 minutes and as a homework assignment for completion	**Recommended Resources** Creative Arts textbook

Content/Concepts/Skills

Critical reflection on performance of the storytelling/radio drama, using drama terminology

Music

<table>
<tr><th>SENIOR PHASE: MUSIC</th><th>TERM 1</th><th>GRADE 9</th></tr>
<tr><td>Topic 1:
Read and Create</td><td>Suggested contact time
At least one-third of the time – either during every lesson or 6 periods per term.</td><td>Recommended resources
Music equipment such as melodic and non=melodic instruments, acoustic and/or electric, textbooks for music</td></tr>
<tr><td colspan="3">Content/concepts/skills

Duration
• Note values – whole, half, quarter, eighth, sixteenth, the dot, triplets
• Time signature – 2/4, 3/4, 4/4, 6/8, 9/8
• Grouping – correct grouping within the time signature
• Rests – as for note values

Pitch
• Clefs – G clef, F clef
• Note names on the staves, above and underneath (up to three ledger lines)
• Scales and key signatures – C, G, D, A and F, B flat and E flat major, relative minors (natural, harmonic, melodic) and tonic minor
• Scale degrees – tonic, dominant, subdominant of all scales, major and minor
• Intervals – distance and quality
• Triads – tonic, dominant, subdominant</td></tr>
<tr><td>Topic 2:
Appreciate and Reflect</td><td>Suggested contact time
At least one-third of the time – either during every lesson or 6 periods per term</td><td>Recommended resources
Music equipment such as a good sound system</td></tr>
<tr><td colspan="3">Content/concepts/skills
• Music appreciation
• Analytical listening to a chosen piece of music consolidating all knowledge learned thus far</td></tr>
<tr><td>Topic 3
Prepare and Perform</td><td>Suggested contact time
At least one-third of the time – either during every lesson or 6 periods per term</td><td>Recommended resources
Musical instruments, acoustic and/or electric, to be used in class for group activities, demonstration or accompaniment purposes</td></tr>
<tr><td colspan="3">Content/concepts/skills
• Ensemble playing (e.g. practising music activities as conductor, singer, musician, manager or accompanist)
• Solo performance of prepared music (audition for Music Grades 10–12)</td></tr>
</table>

SENIOR PHASE: MUSIC	TERM 2	GRADE 9
Topic 1: **Read and Create**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Music equipment such as melodic and non-melodic instruments, acoustic and or electric, textbooks for music
Content/concepts/skills • Consolidate knowledge of note values, time signature, grouping of notes, rests, clefs, note names, scales and key signatures, scale degrees, intervals, triads (I IV V) tonic solfa • Elements and principles of music: rhythm, form, line/melody, harmony, timbre, texture, variety, emphasis, balance, movement, space; identification of principles and elements used in music studied during the year • Creating a melody on a given rhythm within a key studied		
Topic 2: **Appreciate and Reflect**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Music equipment such as a good sound system
Content/concepts/skills • Active listening to identify the elements and principles of music in a variety of musical styles (blues, pop and rock, kwaito, traditional) style periods (baroque, classical, romantic, modern), genres (songs, instrumental, musical) and interpretations (listening to the same music performed by different artists)		
Topic 3: **Prepare and Perform**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Musical instruments, acoustic and/or electric, to be used in class for group activities, demonstration or accompaniment purposes
Content/concepts/skills • Ensemble playing: practising music activities as conductor, singer, musician, manager or accompanist • Solo performance of prepared music		

SENIOR PHASE: MUSIC	TERM 3	GRADE 9
Topic 1: **Read and Create**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources:** Music equipment such as melodic and non-melodic instruments, acoustic and or electric, textbooks for music
Content/concepts/skills • Consolidate knowledge of Terms 1 and 2 • Melody writing: four bars in C, G, D, A, F, B flat and E flat major • Composition: group composed music (song or instrumental music in a group)		
Topic 2: **Appreciate and Reflect**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Music equipment such as a good sound system
Content/concepts/skills • Music appreciation: listening analysis of a chosen composition, consolidating all knowledge learned thus far •		
Topic 3: **Prepare and Perform**	**Suggested contact time** At least one-third of the time – either during every lesson or 6 periods per term	**Recommended resources** Musical instruments, acoustic and/or electric, to be used in class for group activities, demonstration or accompaniment purposes
Content/concepts/skills • Ensemble playing: practising music activities as conductor, singer, musician, manager or accompanist • Solo performance of prepared music (audition for Music Grades 10–12)		

<table>
<tr><th>SENIOR PHASE: MUSIC</th><th>TERM 4</th><th>GRADE 9</th></tr>
<tr><td>Topic 1:
Read and Create</td><td>Suggested contact time
At least one-third of the time – either during every lesson or 6 periods per term</td><td>Recommended resources:
Music equipment such as melodic and non-melodic instruments, acoustic and or electric, textbooks for music</td></tr>
<tr><td colspan="3">Content/concepts/skills
Consolidate knowledge of Terms 1 and 2
Melody writing: four bars in C, G, D, A, F, B flat and E flat major
Composition: group composed music (song or instrumental music in a group)
Terminology: as for Grade 2 of the external examination bodies</td></tr>
<tr><td>Topic 2:
Appreciate and Reflect</td><td>Suggested contact time
At least one-third of the time – either during every lesson or 6 periods per term</td><td>Recommended resources
Music equipment such as a good sound system</td></tr>
<tr><td colspan="3">Content/concepts/skills
Music appreciation: listening analysis of a chosen composition consolidating all knowledge learned thus far</td></tr>
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<tr><td colspan="3">Content/concepts/skills
Ensemble playing: practising music activities as conductor, singer, musician, manager or accompanist
Solo performance of prepared music (audition for Music Grades 10–12)</td></tr>
</table>

Visual Arts

SENIOR PHASE: VISUAL ARTS	**TERM 1**	**GRADE 9**
Topic 1: **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Visual stimuli appropriate for topic: copies or photographs of famous artworks, a range of sources: surrounding environment, craft and artworks, books, magazines, popular culture, libraries, galleries, museums
Content/concepts/skills **The Role of the Artist in Society** • Role of the artist/designer in South African society: reflection on cultures, lifestyles, beliefs and fashion • Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world in relation to the role of arts as reflecting and affecting cultures, lifestyles, beliefs and fashion • Values development: discussion on the role of the artist in society, in preparation for the following written project: learners to collect material for research project		
Topic 2: **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Same resources as previous lesson: learners' own research
Content/concepts/skills **Research Project: The Role of the Artist in Society** • Art elements and design principles: use in description of artworks • Research skills: research and share information about the artist as a reflector and affecter of society, using various sources: interviews, case studies, books, libraries, internet etc.; formal written response or class presentation (could be group work); could incorporate media project • Investigation and explanation of the influences and circumstances shaping the development of a South African, African or international artist, past or present • Descriptions of famous artworks, popular culture and the environment: personal meaning and recognition of images expressed in words		
Topic 3: **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Learners' research findings
Content/concepts/skills **Sharing and Debating Our Research** • Social development: learners work in groups of five or six to share research, discuss and debate the role of the artist in society		
Topic 4: **Create in 2D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Artefacts for still life, any painting materials, selected colour range, paper
Content/concepts/skills		

Still Life as Public Comment

- Art elements (shape, line, tone, texture, colour) and conscious application of design principles
- Own and wider world: learners work in groups to decide on public comment: each group brings artefacts to create a still life and each learner makes own painting interpreting the still-life arrangement

Topic 5: **Create in 2D**	**Suggested contact time** 1 hour per session x 3 sessions	**Recommended resources** Textbook, any drawing materials, paper

Content/concepts/skills

Design a Logo Using Specific South African Motif

- Art elements (shape, line, colour) and conscious application of design principles
- Lettering and design projects: exploration and representation of specific patterns and design motifs which feature in South African history
- Own and wider world: emphasis on the role of the artist in the social world, current events, popular culture, international events
- Design: skills of media production, considering target group, purpose and design elements

SENIOR PHASE: VISUAL ARTS	TERM 2	GRADE 9
Topic 1: **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Textbook, examples of printmaking, woodcuts, linocuts, etchings
Content/concepts/skills **Social Comment in Printmaking** • Art elements and design principles: use in description of artworks • Role of the artist/designer in South African society: reflection on cultures, lifestyles, beliefs • Communication skills: express, identify/name, question and reflect through looking, talking, listening: questions around visual stimuli, introduction to the idea of printmaking as social commentary • Social development: identify and explain how the arts affect and reflect society		
Topic 2: **Create in 2D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Textbook, any drawing and etching materials, visual stimuli
Content/concepts/skills **My Social Comment** • Art elements and design principles: thorough knowledge and use of all art elements (shape, line, tone, texture, colour) and design principles in preparation for the possible selection of Visual Arts or Design in the FET Phase • Role of the artist/designer in society: investigation of the way in which art and design reflects cultures, lifestyles, beliefs and fashion • Simple etching techniques: personal exploration of social commentary • Planning and preparation: sketching, collecting of visual references, and selection of tools and materials		
Topic 3: **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Examples of popular culture: CD covers, cell phone wallpapers, computer screensavers etc.
Content/concepts/skills **The Artist in Popular Culture** • Art elements and design principles: use in description of artworks • Communication skills: express, identify/name, question and reflect through looking, talking, listening and writing about the visual world in relation to the role of arts as a reflection of cultures, lifestyles, beliefs and fashion • Social development: identify and explain how the arts affect and reflect society • Values development: discussion of popular culture to engage in moral, ethical and philosophical issues		
Topic 4: **Create in 2D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Textbook, own choice of media

Content/concepts/skills

My Own Example of Popular Culture

- Art elements: thorough knowledge and use of all art elements (shape, line, tone, texture, colour) in preparation for the selection of this subject in the FET Phase
- Design principles: conscious application of design principles in own work
- Role of the artist/designer in society: investigate and make art that reflects and affects cultures, lifestyles, beliefs and fashion
- Own and wider world: emphasis on the observation and interpretation of the visual world; themes exploring the role of the artist in popular culture
- Design: bearing in mind the discussion on popular culture, learners select their own example of popular culture to create a 2D or media piece using their own selection of materials, considering target group, purpose and design elements: advertisement, class newsletter, poster, T-shirt or logo
- Planning and preparation: sketching, collecting of visual references, and selection of tools and materials

SENIOR PHASE: VISUAL ARTS	TERM 3	GRADE 9
Topic 1: **Visual Literacy**	**Suggested contact time** 1 hour per session x 1 session	**Recommended resources** Textbook, visual stimuli, any materials showing the arts in 3D
Content/concepts/skills **Design in Public Commentary: The Ventriloquist/Puppeteer** • Identification of art elements and design principles in popular culture and the surrounding environment • Art elements and design principles: use in description of artworks • Communication skills: looking, talking, listening: discussion on use of puppets as public commentators • Descriptions of famous artworks, popular culture and the environment: personal meaning and recognition of images expressed in words • Social development: identify and explain how the arts affect and reflect society		
Topic 2: **Create in 3D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Textbook, visual stimuli, found objects
Content/concepts/skills **Puppet for Ventriloquist** • Art elements and design principles: deeper knowledge and conscious application of design principles in own work • Spatial awareness: experience working with shapes in space • Own and wider world: emphasis is on accurate or imaginative representation, and on the experience of space in the construction or modelling process; the role of the artist in society • Develop craft skills: good craftsmanship, exploratory and known techniques: the work of a ventriloquist as a public commentator, plan, prepare and collect own materials to create a puppet (could be group project) • Planning and preparation: with guidance, collect resources, visual information and make preliminary drawings and sketches and selection of tools and materials in preparation for the final projects • Use of tools: safety, consideration of others: shared resources, concern for the environment		
Topic 3: **Create in 2D**	**Suggested contact time** 1 hour per session x 3 sessions	**Recommended resources** Textbook, visual stimuli, any drawing materials, paper
Content/concepts/skills **5 Line Drawings of Class Members** • Art elements (shape, line) • Dry media: line drawings: 5 observed drawings of class members using line only to capture essential features (learners work in pairs) • Variation of paper size and format: different scale and degrees of detail		
Topic 4: **Create in 2D**	**Suggested contact time** 1 hour per session x 2 sessions	**Recommended resources** Textbook, visual stimuli (cartoons), pens, learners' drawings from previous lesson

Content/concepts/skills

Transforming Drawings into Cartoons

- Art elements (shape, line, tone, texture) and design principles (exaggeration, stylisation, distortion, contrast)
- Role of the artist/designer in society: discussion of the role of the cartoonist as public commentator
- Design: apply skills of media production, while considering target group: learners work over line drawings from previous lesson to transform classmates using distortion, exaggeration, stylisation

SENIOR PHASE: VISUAL ARTS	TERM 4	GRADE 9
Topic 1: **Create in 3D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Textbook, visual stimuli, papier mâché, offcuts, own additional choice of materials
Content/concepts/skills **Maquette: South African Sculpture for Public Space** • Art elements: continue to deepen knowledge and use of all art elements • Design principles: conscious application of design principles in own work • Own and wider world: emphasis is on accurate or imaginative representation, and on the experience of space in the construction or modelling process; the role of the artist in society • Develop craft skills: good craftsmanship, exploratory and known techniques: pasting, cutting, modelling, wrapping, tying, joining, stitching • Spatial awareness: experience working with shapes in space • Use of tools: safety, consideration of others: shared resources, concern for the environment • Planning and preparation: with guidance, collect resources, visual information and make preliminary drawings and sketches and selection of tools and materials in preparation for the final projects: selection of own imaginary sites, construction of a model of a statue using papier mâché and recyclable materials		
Topic 2: **Create in 2D**	**Suggested contact time** 1 hour per session x 4 sessions	**Recommended resources** Textbook, visual stimuli, learners' own choice of media: any drawing and/or painting materials
Content/concepts/skills **Illustration for Folklore, Myth or Legend** • Art elements (shape, line, tone, texture, colour) and conscious application of design principles • Design: application of skills for media production, considering target group, purpose: selection of own example of folklore, myth or legend, choice of suitable materials for illustration • Own and wider world: emphasis on the observation and interpretation of the visual world • Planning and preparation: sketching, collection of visual references, and selection of tools and materials		
Topic 3: **Exhibition**	**Suggested contact time** 1 hour per session x 2 sessions	**Recommended resources** Learners' artworks
Content/concepts/skills • Selects, prepares and mounts own and group artworks for a public presentation • Skills: selection, preparation, mounting, labelling and wider world: allocation of space for learner exhibition: preparation for exhibition for the school, peers, parents or the public		

SECTION 4

4 ASSESSMENT IN THE NATIONAL CURRICULUM STATEMENT

4.1 WHAT IS ASSESSMENT?

Assessment measures individual learners' attainment of knowledge (content, concepts and skills) in a subject. The information obtained from this process should:

- Inform learners about 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 both informal and formal. In both cases regular feedback should be provided to learners to enhance the learning experience.

Informal or Daily Assessment

Daily assessment tasks are the planned teaching and learning activities that take place in the classroom and should be monitored as part of the lesson.

As daily assessment occurs in every lesson it can take the form of informal assessment tasks at the beginning of the lesson, during it, or at the end of the lesson. Daily assessment can be done through questions and answers, observation and monitoring of learners at work, class work such as short pieces of written work completed during the lesson, open-book tests or homework exercises etc. It should not be seen as separate from the learning activities taking place in the classroom and should be used to provide feedback to learners and to improve learning and teaching.

If necessary, learners or teachers can mark the assessment tasks. Self-assessment and peer assessment actively involve learners in assessment and allow learners to learn from and reflect on their own performance.

Daily assessment tasks should be used to scaffold the acquisition of knowledge and skills and should be the stepping-stones to the formal tasks in the Programme of Assessment.

These informal daily tasks are not formally recorded unless the teacher wishes to do so. In such instances, a simple checklist may be used to record this assessment and to provide feedback.

The results of daily assessment tasks are not taken into account for promotion or certification purposes.

Formal Assessment

Formal assessment provides teachers with a systematic way of evaluating how well learners are progressing in a grade and in a particular subject.

Examples of formal assessment methods include tests, oral presentations, demonstrations, performances, examinations, practical tasks etc.

Formal assessment tasks form part of a year-long formal Programme of Assessment in each grade and subject, are school based and are weighted as follows for the different grades:

Grades	Tasks Undertaken During the Year	End-of-Year Examination
R–3	100%	n/a
4–6	75%	25%
7–9	40%	60%
10 and 11	25%	75%
12	25%	External examination: 75%

The forms of assessment used should be appropriate to the age and the developmental level of the learners in the grade. The assessment tasks should be carefully designed to cover the content of the subject. The design of these tasks should therefore ensure that a variety of content is assessed. Objectives, topics and content in the subject should be used to inform the planning and development of assessment tasks.

The tasks that are used for formal assessment are recorded and are used to determine whether a learner should progress or be promoted to the next grade.

The teacher must plan and submit the annual formal Programme of Assessment to the School Management Team (SMT) before the start of the school year. This will be used to draw up a school assessment plan in each grade. The school assessment plan should be provided to learners and parents in the first week of the first term.

4.2 ASSESSMENT IN CREATIVE ARTS

Note that the emphasis should be mostly on practical assessments rather than written examinations in the Creative Arts in the Senior Phase.

Assessments should be practical tasks in each art form. Assessments should track progress through class observation for School Based Assessment and build up to a final assessment task in each art form in the 4th term.

The requirements (number and nature of tasks) for **Creative Arts** are indicated below:

Grade 7

In Grade 7 learners study all four art forms. Through the year teachers should assess each art form by observing the learner's participation and progress.

<table>
<tr><th colspan="4">Programme of Assessment: Creative Arts</th></tr>
<tr><th colspan="2">Formal Assessments
(during the year)</th><th colspan="2">End-of-Year Examination</th></tr>
<tr><td colspan="2">40%</td><td colspan="2">60%</td></tr>
<tr><td colspan="2">SBA – During Year</td><td colspan="2">End-of-Year Practical Examination</td></tr>
<tr><td colspan="2">40%</td><td colspan="2">60%</td></tr>
<tr><td colspan="2">• Observation of participation and progress in class work in each art form
• Design or composition in each art form
  • Dance 10%
  • Drama 10%
  • Music 10%
  • Visual Arts 10%</td><td colspan="2">• Dance Performance 15%
• Drama Performance 15%
• Music Performance 15%
• Visual Arts Presentation 15%</td></tr>
<tr><th colspan="4">SBA per Term</th></tr>
<tr><td>Term 1:
Observation of class work
10%</td><td>Term 2:
Observation of class work
10%</td><td>Term 3:
Own composition in each art form
20%</td><td>Term 4:
End of year practical exam
60%</td></tr>
<tr><td colspan="4">Should be applicable to the grade and content. The final practical examination in each art form can be completed at any time in the 3rd or 4th terms.</td></tr>
</table>

Grades 8 and 9

In Grades 8 and 9 learners study two art forms.

<table>
<tr><th colspan="4">Programme of Assessment: Creative Arts</th></tr>
<tr><td colspan="2">Formal Assessments
(during the year)</td><td colspan="2">End-of-Year Examination</td></tr>
<tr><td colspan="2">40%</td><td colspan="2">60%</td></tr>
<tr><td colspan="2">SBA – During Year</td><td colspan="2">End-of-Year Practical and Written Examination</td></tr>
<tr><td colspan="2">40%</td><td colspan="2">60%</td></tr>
<tr><td colspan="2">• Observation of class work in two art forms 10%
• Assignment/written test in two art forms 10%
• Design or composition in two art forms 20%</td><td colspan="2">• Performance/presentation in each art form 40%
• One written exam paper with questions from both selected art forms 20%</td></tr>
<tr><td colspan="4">SBA per Term</td></tr>
<tr><td>Term 1:
Classwork observation
Art form 1 5%
Art form 2 5%

Total 10%</td><td>Term 2:
Assignment/test
Art form 1 5%
Art form 2 5%

Total 10%</td><td>Term 3:
Design/composition
Art form 1 10%
Art form 2 10%

Total 20%</td><td>Term 4:
Practical examination
Art form 1 20%
Art form 2 20%
Written examination
Art form 1 10%
Art form 2 10%
Total 60%</td></tr>
<tr><td colspan="4">Practical classwork throughout the year should lead up to the final practical examinations in the two art forms.</td></tr>
</table>

Recording

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.

Here are examples of recording schedules for Grade 7 with four art forms and Grades 8 and 9 with two art forms

An example of a **Grade 7 Creative Arts Quarterly Recording Sheet with levels**

Terms 1– 3 Observation Criteria: • Participation • Capacity and Progress • Composition Term 4 or at any time Practical exam task in each art form	Dance	Drama	Music	Visual Arts		Dance	Drama	Music	Visual Arts		Dance	Drama	Music	Visual Arts		Dance practical task	Drama practical task	Music practical task	Visual Arts practical task	Promotion Level
Levels 1–7																				
Names of learners	Term 1					Term 2					Term 3					Term 4				

An example of a Grade 7 Annual Assessment Checklist

	Dance					**Drama**					**Music**					**Visual Arts**					
Criteria	Level of participation	Progress of Ability	Composition	Practical examination	Dance Total	Level of participation	Progress of Ability	Composition	Practical examination	Drama Total	Level of participation	Progress of Ability	Composition	Practical examination	Music Total	Level of participation	Progress of Ability	Composition	Practical examination	Visual Arts Total	Creative Arts Total
Maximum marks	10	10	20	60	100	10	10	20	60	100	10	10	20	60	100	10	10	20	60	100	400 divide by 4
Names of learners																					

An example of an annual Grade 8 and Grade 9 Annual Assessment Checklist

	ART FORM 1							ART FORM 2						
Criteria	Class work observation	Assignment/test	Composition	Practical examination	Written examination	**Total arts form 1**		Class work observation	Assignment/test	Composition	Practical examination	Written examination	**Total arts form 1**	**Creative Arts Total**
Maximum marks	10	10	20	40	20	100		10	10	20	40	20	100	200 divided by 2
Names of learners														

Reporting

Reporting is a process of communicating learner performance to learners, parents, schools, districts and the other stakeholders such as the employers, tertiary institutions etc.

In Grades R–12, teachers report in percentages against the subject, using the following scale:

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

Schools should provide feedback to parents on the Programme of Assessment, using a formal report card once a quarter. The schedule and the report card should indicate the overall level of performance of a learner.