

Every child is a National Asset

CREATIVE ARTS GRADE 9

REVISED CURRICULUM AND ASSESSMENT PLANS

IMPLEMENTATION: JUNE 2020



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Presentation Outline

1. Purpose
2. When will I teach?
3. What will I teach?
4. How will I teach and assess?
5. Reorganisation of Content Topics for the Phase
6. Amendments to the Annual Teaching Plan
7. Amendments of School Based Assessment (SBA)
8. Conclusion

Purpose

- To mediate the amendments of the trimmed and reorganised 2020 Annual Teaching Plan for Creative Arts, Grade 7-9 as stipulated in Circular S2 of 2020.
- To ensure that **meaningful teaching proceeds** during the remaining teaching time as per the revised school calendar.
- To assist teachers with **guided pacing and sequencing** of curriculum content and assessment.

Purpose (continued)

- To enable teachers to **cover the essential core content /skills** in each grade within the available time.
- To assist teachers with **planning** for the different forms of **assessment**.
- To ensure learners are **adequately prepared** for the **subsequent year/s** in terms of content, skills, knowledge, attitudes and values.

When, What and How of Adapted Creative Arts Teaching Plans



How much teaching time do I have?

Term 2: 13 July – 24 July ****2 weeks****

Term 3: 3 August – 23 September ****8 weeks****

Term 4: 28 September – 9 December ****7 weeks****

(exam starts in week of 16 November)

When, **What** and How of Adapted Creative Arts Teaching Plans



What do I teach?

- **Revised Teaching and Assessment Plans**
(TAPS) based on Creative Arts CAPS (trimmed & reorganized)

TERM 1: 48 days	1: 15 – 17 Jan (3 days)	2: 20 – 24 Jan	3: 27 – 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 – 28 Feb	8: 1 – 6 Mar	9: 9 – 13 Mar	10: 16 – 20 Mar
CAPS Topic	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition; Dance Theory and Literacy 12%	Dance Performance Dance Improvisation and Composition 12%	Dance Performance Dance Improvisation and Composition	Dance Performance Dance Improvisation and Composition
Concepts, skills and values	Dance Conventions: greeting/acknowledgement, use of space. Dance performance Warm Up: Spinal warm-up, arm swings/reaches/lunges as per dance form Cooling down with relaxation imagery Dance Improvisation and Composition Exploration of natural gestures and varying them through exaggeration, slow motion and repetition. Dance Theory and Literacy Principles of posture and alignment	Dance performance Warm up: continue, add floor work core stability exercises for back and stomach muscles: rounding and lengthening of the spine and side bends. Cooling down with relaxation imagery. Dance Improvisation and Composition Exploration of natural gestures and varying them through exaggeration, slow motion and repetition. Dance Theory and Literacy Principles of posture and alignment	Dance performance Warm up: continue... add leg muscles, ankle and knee joint mobility and strengthening. Body part isolations, combining body parts, with rhythmic patterning Cooling down. Dance Improvisation and Composition Composition structures: beginnings and endings, repetition, stillness. Dance Theory and Literacy Importance of good Posture and Alignment	Dance performance Warm up: consolidate: spinal warm-up; floor work: leg muscles, ankle and knee joint mobility and strengthening. Feet warm-ups and small jump sequences. Dance Improvisation and Composition Composition structures: beginnings and endings, repetition, stillness. Dance Theory and Literacy Use of core, use of spine, safe landings.	Dance performance Warm up: consolidate: spinal warm-up; floor work: leg muscles, ankle and knee joint mobility and strengthening. Combinations of locomotor steps moving across space, changing directions. Cooling down: stretching. Dance Improvisation and Composition Composition structures: beginnings and endings, repetition, stillness. Dance Theory and Literacy Dance terminology	Dance performance Warm up as in previous week. Feet warm-ups and small jump sequences Combinations of locomotor steps moving across space, changing directions. Cool down with relaxation imagery and slow. Dance Improvisation and Composition Composition of a sequence in partners, based on gestures, with clear beginning and ending, repetition and stillness. Dance Theory and Literacy Use of core, use of spine, safe landings.	Dance Performance Warm up as in previous week. Feet warm-ups and small jump sequences Combinations of locomotor steps moving across space, changing directions. Dance Improvisation and Composition Composition of a sequence in partners, based on gestures, with clear beginning and ending, repetition and stillness. Dance Theory and Literacy Use of core, use of spine, safe landings.	Dance Performance Warm up as in previous week. Class work for the FAT (Formal Assessment Task) Cool down Dance Improvisation and Composition Elements of dance: focusing on time, tempo, accents phrasing using body percussion, stamps and claps Composition exploring Elements of dance	Formal Practical Assessment Task (FAT): Dance performance A sequence in partners, based on gestures, with clear beginning and ending, repetition and stillness. 50 marks	
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment									
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. GoAnimate , GoToMeeting , Canva ; Book Creator, etc.									
Informal remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance								Preparation towards Dance performance during past 8 weeks. Performance skills, audience behaviour, theatre etiquette CD player, video camera/ cell phone camera (optional)	
Informal remediation	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Workbook: journal on use of gestures; worksheet on posture and alignment									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Observation, side coaching and direction by teacher to continuously improve technique									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Workbook: reflection by means of journal on composition structures.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Observation, side coaching and direction on safe landing, jumps, etc.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Peer assessment on locomotor combinations.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Rehearsal; side coaching, directing by teacher and peers towards polished Dance performance.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									
Informal remediation	Classroom discussion and critical reflection using Dance terminology learnt during past weeks.									
SBA (Formal Assessment)	Formal Assessment Task: Dance Performance									

TERM 2: 10 days	Week 1					Week 2				
CAPS Topic	Dance Performance Dance Improvisation and Composition Dance Theory and Literacy					Dance Performance Dance Improvisation and Composition Dance Theory and Literacy				
Concepts, skills and values	Dance Conventions: greeting at start and end of class, use of space (no bumping, respect for others, class discipline) as done in Term 1 Dance Performance: Revision of work completed in Term 1 1. Warm-up ritual: spinal warm up, arm swings/reaches/lunges 2. Floor work core stability for back & stomach muscles: rounding & lengthening of spine and side bends 3. Leg Muscles, ankle & knee mobility & strengthening: Knee bend & rises in parallel and turned out position with emphasis on alignment 4. Feet warm up and small jumps sequences 5. Cool down: with relaxation imagery and slow safe stretching Dance Improvisation and Composition: Revision of work completed in Term 1 (Individual activity) Composition of a sequence based on gestures, with clear beginning and ending, repetitive & stillness Dance Theory and Literacy: Revision of work completed in Term 1 The principles of good posture & alignment Use of core, spine, safe landings					Dance Performance: Revision of work completed in Term 1 1. Warm-up ritual: spinal warm up, arm swings/reaches/lunges 2. Body Part Isolation: combining body parts, with rhythmic patterning 3. Feet warm up and small jumps sequences 4. Combination of locomotor movement, moving across the space, changing directions 5. Cool down: with relaxation imagery and slow safe stretching Dance Improvisation and Composition: Revision of work completed in Term 1 (Individual activity) Composition of a sequence based on gestures, with clear beginning and ending, repetitive & stillness Dance Theory and Literacy: Revision of work completed in Term 1 The principles of good posture & alignment Use of core, spine, safe landings				
Requisite pre-knowledge	Basic and developing Dance technique and understanding of concepts and terminology such as warm-up; locomotor and non-locomotor movement, basic understanding of Dance elements such as time, force, space, shape; understanding and application towards correct posture and alignment									
Resources (other than textbook) to enhance learning	Open, adequate classroom space, CD player, interactive whiteboard/ data projector & laptop; props, pictures, photographs, stories, poems, anecdotes, one-liners, videos clips, appropriate electronic apps, i.e. GoAnimate , GoToMeeting , Canva ; Book Creator, etc.									
Informal assessment/ remediation	Reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.)									
SBA (Formal Assessment)	Formative Assessment									
Informal assessment/ remediation	No Formal Assessment									
SBA (Formal Assessment)	No Formal Assessment									

TERM 1: 48 days	1: 15 – 17 Jan (3 days)	2: 20 – 24 Jan	3: 27 – 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 – 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 – 20 Mar
CAPS Topics	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection	Dramatic skills development; Playmaking (improvised drama); Media	Dramatic skills development; Playmaking (improvised drama); Appreciation and reflection; Media	Formal Practical Assessment Appreciation and reflection	Formal Practical Assessment Appreciation and reflection
Concepts, Skills and Values	Voice: relaxation; restful alertness exercises. Physical: posture (neutral position), release tension and establish trust activities. Classroom drama reflecting cultural practices Create a context and storyline for the drama. Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies and symbols.	Voice: breath control and capacity and resonance exercises. Physical: energising, loosening the body and focus activities. Classroom drama reflecting cultural practices Create a context and storyline for the drama. Integrate cultural practices into the classroom drama, e.g. rituals, ceremonies and symbols.	Voice: relaxation and breathing exercises. Physical: posture, energising, loosening the body and focus activities. Classroom drama reflecting cultural practices Character: physical and vocal characterisation.	Voice: relaxation and breathing exercises. Physical: posture and body as an instrument of expression activities. Classroom drama reflecting cultural practices Time, space and structure.	Voice: relaxation and breathing exercises. Physical: posture, curling and arching the spine activities. Classroom drama reflecting cultural practices Language and appropriate register.	Voice: relaxation and breathing exercises. Physical: posture, curling and arching the spine activities. Classroom drama reflecting cultural practices Dramatic tension: within a person, between people/groups of people, between people and the environment.	Voice: relaxation and breathing exercises. Physical: posture, develop concentration and focus activities. Classroom drama reflecting cultural practices Rehearsal and preparation towards final performance. Media Effects of different types of media: television, soap opera, radio, film, DVD and internet.	Voice: relaxation and breathing exercises. Physical: posture, develop concentration and focus activities. Classroom drama reflecting cultural practices Rehearsal and preparation towards final performance. Media Effects of different types of media: television, soap opera, radio, film, DVD and internet.	Classroom drama reflecting cultural practices	Classroom drama reflecting cultural practices
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection</p> <p>Physical - basic skills in warming up the body, posture, physical characterisation and use of space</p> <p>Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience</p>						<p>Basic research skills: (Homework activity)</p> <p>Access (how find information)</p> <p>Enquire, locate, identify, observe, research</p> <p>Process (the information)</p> <p>Arrange, compare, evaluate, analyse, communicate</p> <p>Use Accept, reject, apply, choose</p>		Rehearsal towards polished performance during past 3 weeks. Performance skills, audience behaviour, theatre etiquette	
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space</p> <p>CD Player / Interactive whiteboard / Data Projector / Television / Laptop</p> <p>Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HD Brochures / Books / Magazine Articles / Newspapers</p> <p>Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p> <p>https://drive.google.com/open?id=1Mj2sMh23nwo5svu0MY20FUPHDZUyUj</p>									
Informal Assessment & Remediation	<p>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</p>									
SBA (Formal Assessment)	Formal Practical Assessment in week 9 & 10.								Formal Assessment Task: Drama Performance 50 marks assessed with a rubric	

TERM 2: 10 days	WEEK 1	WEEK 2
CAPS Topics	Baseline Assessment: Dramatic Skills Development & Drama Elements in Playmaking	
Concepts, Skills and Values	<p>Do a baseline assessment:</p> <p>Voice: Breathing & Relaxation Exercises</p> <p>Physical: Posture (Neutral Position) and Spinal Roll</p> <p>Dramatic Skills Development & Drama Elements: Worksheets or Quizzes on plot, time, space and character.</p>	<p>Consolidation & Reflection of Term 1</p> <p>Voice: Breathing & Relaxation Exercises</p> <p>Physical: Posture, Spinal Roll, Focus & Concentration Activities</p> <p>Improvisation Games: Exploring character development – facial expressions, body language and vocal expression.</p>
Requisite Pre-knowledge	<p>Voice - basic skills and understanding of breathing, resonance, articulation and projection</p> <p>Physical - basic skills in warming up the body, posture, physical characterisation and use of space</p> <p>Basic improvisation technique. Understanding and application of drama elements such as character, plot, time, space and audience</p>	
Resources (other than textbook) to enhance learning	<p>Open and adequate classroom space</p> <p>CD Player / Interactive whiteboard / Data Projector / Television / Laptop</p> <p>Pictures / Photographs / Stories / Poems / Anecdotes / One-liners / Video clips / HD Brochures / Books / Magazine Articles / Newspapers</p> <p>Appropriate digital apps i.e. EdPuzzle / PowToons / Canva / Book Creator / Websites / Video Maker Apps</p> <p>https://drive.google.com/open?id=1Mj2sMh23nwo5svu0MY20FUPHDZUyUj</p>	
Informal Assessment & Remediation	<p>There should be feedback from the teacher (brief, meaningful, constructive comments).</p>	
SBA (Formal Assessment)	No Formal Assessment	

TERM 2 10 Days	1: 13 Jul – 17 Jul 2020				2: 20 Jul – 24 Jul 2020				
CAPS topic	Music literacy Music listening Performing and creating music				Music literacy Music listening Performing and creating music				
Concepts, skills and values	Duration and pitch • Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Triads on I, IV and V (close position)				Duration and pitch • Write the scales of C, G, D and F Major in treble and bass clefs in an interesting rhythm making use of the note values learnt • Triads on I, IV and V (close position)				
Requisite pre-knowledge	Musical literacy should be developed through the songs and instrumental pieces learners perform and their active listening to music played by others. The three topics for the Music Curriculum in GET, should always be taught in an integrated way, because Performance, improvising, listening and literacy always go hand in hand. Although planning is done per week, it might be very often necessary to refer to or integrate more than one week's content to be able to teach the work as a whole unit.							Preparation towards Music listening activity during past 8 weeks.	
Resources (other than textbook) to enhance learning	Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments							Musical instruments, textbooks/ songbooks/file resource with or without CD with music and/or accompaniments	
Informal assessment; remediation	Continuous informal assessment through observation, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher								
	Workbook: new terminology explored by means of quizzes, pictures, diagrams, etc.	Workbook: mind map of elements of music.	Observation, side coaching and direction by teacher to continuously improve technique	Workbook: reflection by mean of journal on relationship in music.	Observation and assistance on basic music elements.	Peer assessment on creating musical performances.	Rehearsal, directing by teacher and peers towards polished Music performance	Rehearsal, directing by teacher and peers towards polished Music performance	Classroom discussion and critical reflection using Music terminology learnt during past weeks.
SBA (Formal Assessment)	Informal Formative Assessment								

TERM 1 48 days	1: 15 – 17 Jan (3 days)	2: 20 - 24 Jan	3: 27 - 31 Jan	4: 3 – 7 Feb	5: 10 – 14 Feb	6: 17 – 21 Feb	7: 24 - 28 Feb	8: 2 – 6 Mar	9: 9 – 13 Mar	10: 16 - 20 Mar
CAPS topic	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Create in 2D Visual literacy	Visual literacy	Visual literacy	Visual literacy	Visual literacy	Formal Practical Assessment (30)
Concepts, skills and values	Create in 2D: Portraits Art elements and design principles: use in own work Exploration of a variety of painting techniques: deepen and extend colour-mixing, brush manipulation, personal interpretation Emphasis on the observation and interpretation of the portrait Visual Literacy Understanding & recognition of images expressed in words: express, identify/name, question and reflect through looking, listening and talking about portraits.					Similarities and differences, respect and understanding of self and community; the arts as heritage Looking, listening and talking about role of artist as contributor, observer and social commentator in global society	The role of the artist in society: role of artist as contributor, observer and social commentator in wider society Research: artist/artwork/style using various sources: books, libraries, internet, etc.: Formal written response or class presentation (could be group work) Emphasis on the learner's personal expression and interpretation	Class presentations about the role of the artist in global society (could be group work)	Practical Assessment: 2D Portrait Visual literacy: Research on role of the artist 50 marks	
Requisite pre-knowledge	Basic understanding and ability to use art elements and principles in 2D and 3D work; Basic research skills: Access (how find information): Enquire, locate, identify, observe, research Process (the information): Arrange, compare, evaluate, analyse, communicate Use Accept, reject, apply, choose									
Resources (other than textbook) to enhance learning	Photographs of artworks (e.g. portraits); Tempera or acrylic paint, or oil pastels, A3 paper						Craft and artworks, books, magazines popular culture, libraries, galleries, museums, etc. for class discussion on the role of the artist in society.			Classroom discussion
Informal assessment/ remediation	Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher									
SBA (Formal Assessment)	Formal Assessment: 20 art work towards 40 marks						Formal Assessment Task: 2D and 3D art work 50 marks assessed with a rubric			

TERM 2 10 days	Week 1	Week 2
CAPS topic	Create in 2D Visual Literacy	Create in 2D Visual Literacy
Concepts, skills, and values	Baseline assessment Do a baseline assessment: could include any of the following activities: <ul style="list-style-type: none"> practical art activities (exercises) exploring different art elements and design principles classroom discussion (verbal question and answer, group discussions) on basic art elements and design principles by referring to various age appropriate art works a quiz create a 2D art work focusing on drawing and/or colours media secondary colours and design principles: contrast worksheets Visual Literacy e.g. portraits / self-portraits <ul style="list-style-type: none"> Communication skills: express, identify/name, question and reflect through looking, talking, listening, and writing about the visual world through the language of art elements and design principles Interpret, analyse, and recognise symbolic language with reference to <ul style="list-style-type: none"> portraits <ul style="list-style-type: none"> the role of the artist social commentary popular culture design in public commentary The role of the artist in global society as contributor, observer, and social commentator Further development of research skills Planning and preparation: same as before but works independently 	Create in 2D e.g. portraits / self-portraits Own and wider world: observation and interpretation of global visual world, through increasing complexity of: <ul style="list-style-type: none"> drawing painting exploration of media Using: <ul style="list-style-type: none"> art elements (same as before, but include analogous/related colour) design principles drawing and painting with extended use of media and techniques design projects lettering and design projects patternmaking variation of paper size and format Visual Literacy e.g. portraits / self-portraits <ul style="list-style-type: none"> Communication skills: express, identify/name, question and reflect through looking, talking, listening, and writing about the visual world through the language of art elements and design principles Interpret, analyse, and recognise symbolic language with reference to <ul style="list-style-type: none"> portraits <ul style="list-style-type: none"> the role of the artist social commentary popular culture design in public commentary The role of the artist in global society as contributor, observer, and social commentator Further development of research skills Planning and preparation: same as before but works independently
Requisite Pre-knowledge	Basic understanding and ability to use art elements and principles in 2D work and Visual Literacy. The examples in this template should be adapted to suit individual school contexts. While the core content is compulsory, the themes relevant to the learners may be selected.	
Resources (other than textbook) to enhance learning	Pictures / photographs / 'real-life' examples of peoples' faces. Pencils, ballpoint pens, koki's or black wax crayons, art journals.	Pictures / photographs / 'real-life' examples of peoples' faces. Pencils, ballpoint pens, koki's or black wax crayons, art journals.
Informal assessment/ remediation	Teacher observation and guidance. Workbook: art terminology and vocabulary, baseline assessment activities	Teacher observation and guidance towards completing final artwork. Workbook: Planning and preparing; interpret brief. Workbook: description of artworks using appropriate terminology.
SBA (Formal Assessment)	Formative Assessment No Formal Assessment	

When, **What** and How of Adapted Creative Arts Teaching Plans



What do I assess?

Term 2: No formal assessment for recording purposes. Formative Assessment

****Assessment FOR learning****

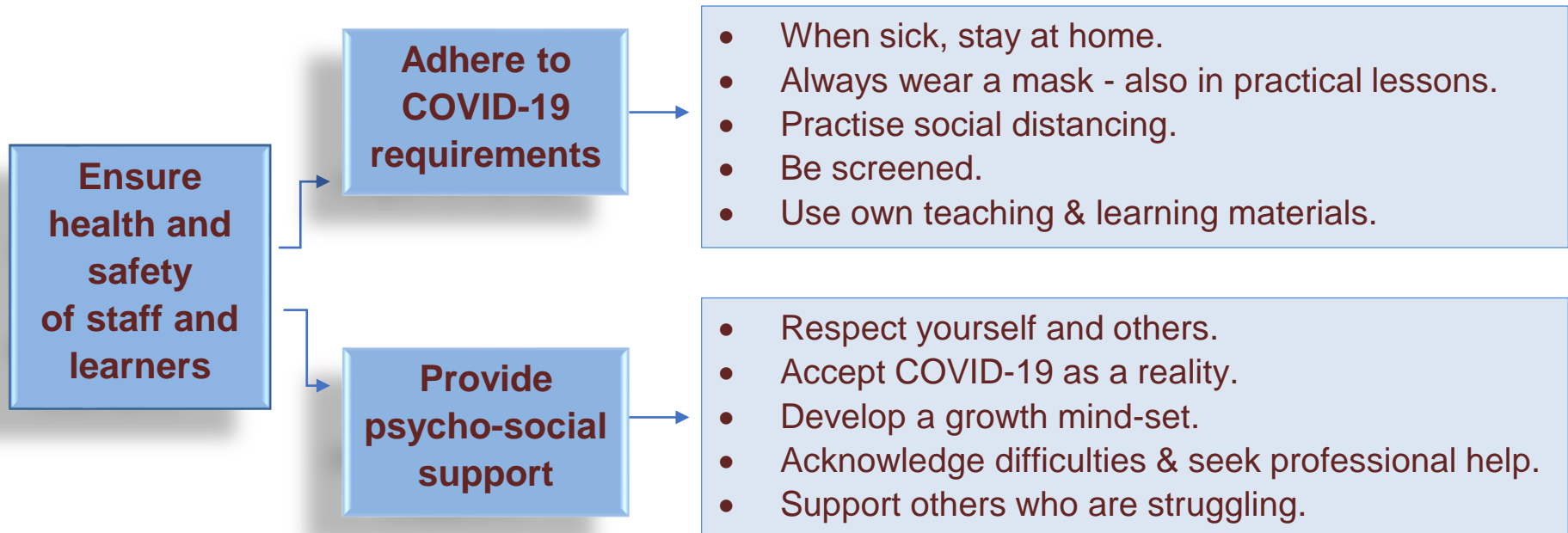
Term 3: Formal Assessment: Practical Task per Art Form
50 marks per art form

Term 4: Written Test/Exam per Art Form
50 marks per art form

When, What and **How** of adapted Creative Arts Teaching Plans

HOW?

How do I teach during the time of COVID 19?





General Guidelines for all Art Forms

- Learners 1.5m apart from each other during the lesson at all times.
- Provide physical guides - tape on floors, signs on walls.
- Masks are worn at all times.
- Hands washed/sanitised before entering classroom.
- If in Dance/Drama room, clean socks pre-lesson, socks removed post lesson and placed in plastic bag.
- Sanitise floor post lesson if socks are not worn.
- Sanitise classroom before and after lesson.
- Ensure room is well-ventilated.
- The physical space expanded - making use of nearby libraries, community halls, leisure centres, churches, etc.



continues....

DANCE: taught according to TAPS with a theoretical and practical component

- learners guided/monitored - mask fits well, at all times.
- use biggest available space.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- floor sanitised after each lesson.
- clean socks pre lesson, socks removed post-lesson.
- no contact/group work/partner work.
- refrain from aerobic and strenuous activity – impact on breathing.
- explore chair/desk dances/ creative exploration of limited space/axial movement, etc.
- online resources: video and audio clips.



continues....

DRAMA: taught according to TAPS with a theoretical & practical component

- learners guided/monitored - mask fits well, at all times.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- no group work – select individual performances where possible.
- focus on individual performances.
- explore creative use of space, themes related to social, emotional issues of COVID 19.
- online resources: video and audio clips – listening activities.



continues....

MUSIC: according to TAPS with a theoretical & practical component

- learners guided/monitored - mask fits well, at all times.
- no sharing of instruments, e.g. guitar, drums, etc.
- no teaching of wind and brass instruments (masks)
- added risk: breath is aerosolized/forcefully ejected when playing.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- focus on individual performances.
- online resources: video and audio clips – listening activities.



continues....

VISUAL ARTS: taught according to TAPS with a theoretical and practical component

- learners guided/monitored - mask fits well, at all times.
- split classes to allow for space between learners.
- timetable adjustments for split classes (possibly 30 minutes per group if groups is split in half).
- no sharing items (brushes, pencils, crayons, etc.)
- keep each learners' art material in individually labeled containers – if learners can provide their own.
- online resources: video and audio clips – listening activities.
- explore themes related to COVID 19 in art works.



when no space is available...

TEACHER'S ROLE

- Follow the adapted TAPS.
- Use and/or adapt WCED designed lesson plans per week. This will lessen stress and workload.
- Demonstrate practical skills in class.
- Make use of digital resources i.e. show video or audio clips if possible.
- Guide and explain lesson plan to learners.
- Answer and explain any questions that learners might have.
- Work through worksheets or written activities.
- Motivate and stress the importance of repetition and practise of skills at home.
- Keep learners inspired and motivated to complete tasks at home.
- Online classes to support and guide learners with practical skills.



**when no space is available
continues...**

LEARNER'S ROLE

- Receives written lesson plan in hard copy OR via WhatsApp OR Google Classroom etc.
- Practise in class: limited practical skills with teacher that can be done at a desk: e.g. Dance - stand up and do a spinal roll. Drama - vocal warm-ups. Music - tapping beats/rhythms on desks. Visual Art - drawings with own pencil, etc.
- No sharing of any art equipment or musical instruments.
- Practise all performance skills at home in preparation for the next lesson.
- Complete written activities at home in preparation for the next lesson.
- Optional: attend online classes with teacher for support and guidance.



Assessment and Moderation

Learners doing practical at home

- Video footage of all practical tasks (performance) provided for assessment. To be up and downloaded at school.
- Footage to be retained as evidence for moderation by the province, DBE.
- Visual Art: photographic evidence as per teacher's guidelines.

Learners doing practical at school

- Practical assessment scheduled for last two weeks of Term 3.
- Timetable per class group: learners assessed in small groups dependent on space, maintaining social distancing.
- Mainly individual performances.
- Visual Art: assessment of art works / photographic evidence.

Now that you know all the essentials of **When, What and How** you must teach, it is time to see how the curriculum was reorganised.



Every child is a National Asset

Reorganisation Content Topics for the Phase



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Reorganisation of Content Topics: Dance

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1UAQS93S85rkts1ZNyepQt3R4qBrPIpY>

Reorganisation of Content Topics: Drama

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1PxHf-Pb0kS6uFoA7ZtYaMweXRU65XKgX>

Reorganisation of Content Topics: Music

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1voXR6Klb6ZE3GNMx6IBMFwcRLbkLJL1n>

Reorganisation of Content Topics: Visual Art

Click on the link below to follow the process of how reduced content was integrated into other topics where appropriate:

- <https://drive.google.com/open?id=1l8llyiRlSkKkDtIyXPfs3LPR9hY2Cs95>

Every child is a National Asset

Amendments Annual Teaching Plan



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Amended Content/Topics

Grade 9 Dance

Content/Topics	Term	Amendment
<p>Baseline Assessment</p> <p>Topic 1: Dance Performance</p> <p>Topic 2: Dance Improvisation & Composition</p> <p>Topic 3: Dance theory and Literacy</p>	<p>2</p>	<p>Complete reduction and therefore adaptation of Term 2 due to the fact that learners will possibly only have a 2 x 1 hour lessons for the term.</p> <p>The purpose of a baseline assessment is to measure the level of learners' skills and knowledge in Drama before teaching and learning for the term commences.</p> <p>It highlights strengths and areas for improvement so teachers are aware of every individual's requirements.</p>

Amended Content/Topics

Grade 9 Dance

Content/Topics	Term	Amendment
<p>Topic 1: Dance Performance</p> <p>Topic 2: Dance Improvisation & Composition</p> <p>Topic 3: Dance Theory and Literacy</p>	<p>3</p>	<p>Topic 1: Arm exercises to develop fluidity movement, positions and sequences are reorganised.</p> <p>Learning a short, fast dance sequences with attention to quick footwork has been replaced by Dance steps and style from an indigenous South African Culture from Term 2.</p> <p>Topic 2: Remains as stipulated in CAPS.</p> <p>Topic 3: Comparison between dance forms in South Africa is removed.</p>

Amended Content/Topics

Grade 9 Dance

Content/Topics	Term	Amendment
<p>Topic 1: Dance Performance</p> <p>Topic 2: Dance Improvisation & Composition</p> <p>Topic 3: Dance Theory and Literacy</p>	4	<p>Topic 1: Consolidation of the work as indicated in Term 3 of the Revised ATP.</p> <p>Topic 3: Revision of the work completed in Term 3 as indicated in the revised ATP.</p>

Amended Content/Topics

Grade 9 Drama

Content/Topics	Term	Amendment
Baseline Assessment Topic 1: Dramatic Skills Development Topic 2: Drama elements in playmaking	2	The purpose of a baseline assessment is to measure the level of learners' skills and knowledge in Drama before teaching and learning for the term commences. It highlights strengths and areas for improvement so teachers are aware of every individual's requirements.
Topic 1: Dramatic Skills Development Topic 3: Interpretation and Performance of Dramatic Forms: Dramatised Prose	3	Content and skills of term 2 integrated and scaffolded within the content of term 3. Topic 1: Reduced physical and vocal exercises. Topic 3: Reduced choice of Performance. Topic 5: Removed and integrated with topic 3.
Topic 3: Interpretation and Performance of Selected Dramatic Forms: Scene Work	4	Integration/Combine: Term 3 and 4. Topic 1: Reduced physical, vocal exercises Topic 2: Removed improvisation of cultural practices. Topic 3: Reduced choice of performance. Topic 4: Removed & integrated with topic 3.

Amended Content/Topics

Grade 9 Music

Content/Topics	Term	Amendment
Baseline Assessment Topic 1: Music literacy Topic 2: Music listening Topic 3: Performing and creating music	2	Content in Term 1 & 2 was compared and repetitions were identified. Removed content which was covered in Term 1 and can be done away with in Term 2.
Topic 1: Music literacy Topic 2: Music listening Topic 3: Performing and creating music	3	Content in Term 2 & 3 was compared and repetitions were identified. Removed content which was covered in Term 2 and can be done away with in Term 3.
Topic 1: Music literacy Topic 2: Music listening Topic 3: Performing and creating music	4	Topic 1 has been left as it consolidates what has been taught and learned in Terms 1- 3. Content in Term 3 & 4 was compared repetitions were identified. Removed content that was covered in Term 3.

Amended Content/Topics

Grade 9 Visual Art

Topics	Term	Amendment
Baseline Assessment Topic 3: Visual Literacy	Term 2	<p>Baseline Assessment.</p> <p>The purpose of a baseline assessment is to measure the level of learners' skills and knowledge in Visual Art before teaching and learning for the term commences.</p> <p>It highlights strengths and areas for improvement so teachers are aware of every individual's requirements.</p>
Topic 1: Create in 2D Topic 2: Create in 3D Topic 3: Visual Literacy	Term 3	<p>Topic 3: Visual Literacy: Integrate into every lessons through various exercises, art elements and principles of design over the course of the term. These exercises are the core of what is needed for progression.</p> <p>Focus on combining the 2D activities into one task for the term by creating a mixed media artwork that includes the required Art Elements & Design Principles.</p>
Topic 1: Create in 2D Topic 2: Create in 3D Topic 3: Visual Literacy	Term 4	<p>Topic 3: Visual Literacy: Integrate into every lessons through various exercises, art elements and principles of design over the course of the term. These exercises are the core of what is needed for progression.</p> <p>Focus on combining 2D & 3D in one task for the term by creating a mixed media activity that includes the Art Elements & Design Principles.</p>

Every child is a National Asset

Amendments School Based Assessment (SBA)



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA



Read to Lead
A Reading Nation is a Leading Nation

Revised

Programme of Assessment: Grade 9

Formal Assessments (SBA during the year)	End-of-year examination
$200 \div 2.5 = 80$ marks (80%)	$100 \div 5 = 20$ marks (20%)
Assessment of practical work in TWO art forms - 200 marks (80%)	Written examination – 100 (20%)

Assessment per Term

TERM 1	TERM 2	TERM 3	TERM 4
Practical Assessment	Practical Task	Practical Assessment	Written Examination
Art Form 1: 50 marks (20%) Art Form 2: 50 marks (20%)	Informal Formative Assessment.	Art Form 1: 50 marks (20%) Art Form 2: 50 marks (20%)	Art Form 1: 50 marks (10%) Art Form 2: 50 marks (10%) Revision of the year's work for formal assessment.
Total: 100 marks (40%)		Total: 100 marks (40%)	<i>30% of each exam paper should be based on applied competence: reflection and practical application questions</i> Total: 100 marks (20%) Practical tasks: Informal Formative Assessment

Revised

Practical Assessment Task

- Practical tasks are formally assessed in Term 1 & 3.
- Practical Activities in Term 2 & 4 serve as Formative Tasks and will not be formally assessed.
- The practical skills and content will be assessed in the written test/exam in Term 4.

Every child is a National Asset

CONCLUSION



basic education
Department:
Basic Education
REPUBLIC OF SOUTH AFRICA

Read to Lead
A Reading Nation is a Leading Nation

“

Art can transform lives.
It gives us the power
to question, to confront,
to explore, and to
challenge how we think
about the world.

—Lucy Liu, Ignite Co-chair

”

