

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 5 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Development of the self				Development of the self				Development of the self		Formal assessment
	Basic hygiene principles				Basic hygiene principles				Basic hygiene principles		
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Positive self-concept formation: Influence of others on self-concept: Adults and peers	Personal successes as contributing factors to positive self-concept Action plan for continued positive self-concept formation Reading skills: Reading with understanding and using a dictionary Reading about activities and/or actions that build positive self-concept: Recall and relate	Giving and receiving feedback: Giving feedback to peers and receiving feedback from peers and adults Appropriate ways of giving feedback: Positive and negative feedback	Appropriate ways of receiving negative and positive feedback Reading skills: Reading with understanding and using a dictionary Reading about appropriate ways of giving and receiving feedback: recall and relate	Coping with emotions: Empathy Compassion Anger Disappointment Sadness	Skills to manage emotions in a positive way	Significance of friends in times of sadness, tragedy and change Reading skills: Reading with understanding and using a dictionary Reading about friendships that are caring and supportive: Recall and relate	Relationships with peers, older people and strangers	Safe and unsafe relationships	Benefits of safe relationships Reading skills: Reading with understanding and using a dictionary Reading about relationships that are safe and good: Recall and relate	Learners will be assessed on Term 1's work Assignment/case study: Design and make
<b>PHYSICAL EDUCATION</b>	Participation in movement sequences that require consistency and control in smooth and continuous combinations: Rotation, balance, locomotion and elevation Safety measures relating to movement sequences Examples of possible activities: Gymnastics sequences which combine two or more of the following movements: Running, walking, jumping, hopping, three minutes skipping, rolling, etc.			Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: Rotation, balance, locomotion and elevation		Participation in movement sequences that require consistency and control in smooth and continuous combinations: Rotation, balance, locomotion and elevation		Movement performance in movement sequences that require consistency and control in smooth and continuous combinations: Rotation, balance, locomotion and elevation			
<b>RESOURCES TO ENHANCE LEARNING</b>	Textbooks, books on care and self-management and posters Textbooks and resources on movement participation that promote ways to locomote, rotate, elevate and balance using parts of the body with control										
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheet										
<b>SBA (FORMAL ASSESSMENT)</b>	Written task: 30 marks Physical Education task: 30 marks										

2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 5 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11	
<b>CAPS TOPICS</b>	<b>Social responsibility</b>				<b>Social responsibility</b>					<b>Formal assessment</b> Consolidation and assessment of work done during the terms	
	<b>Basic hygiene principles</b>				<b>Basic hygiene principles</b>						
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	<p>Concepts: Discrimination, stereotype and bias</p> <p>Violation of children's rights: Discrimination, stereotype and bias</p>	<p>Responses to violations of children's rights: Ways to protect self and others from violations and where to find help</p> <p>Reading skills: Reading with understanding and using a dictionary</p> <p>Reading about individuals who have taken action against violations of children's rights: Recall and relate</p>	<p>Child abuse: Different forms of child abuse: Physical and emotional</p>	<p>Effects of abuse on personal health</p>	<p>Strategies to deal with abuse</p> <p>Where to get help and report abuse</p> <p>Reading skills: Reading with understanding and using a dictionary</p> <p>Reading about ways to protect self and others from abuse: Recall and relate</p>	<p>Dealing with violent situations: Identify potential violent situations at home, school and in the community</p> <p>Responding effectively to violent situations</p>	<p>Ways to avoid and protect oneself from violent situations and where to find help</p> <p>Reading skills: Reading with understanding and using a dictionary</p> <p>Reading about protection agencies and places of safety for children: Recall and relate</p>	<p>Issues of age and gender in different cultural contexts in South Africa: Relationship between elders and children in different cultural contexts</p>	<p>Responsibilities of boys and girls in different cultural contexts</p> <p>Contributions of women and men in different cultural contexts</p> <p>Reading skills: Reading with understanding and using a dictionary</p> <p>Reading about issues of age and gender in different cultural contexts: Recall and relate</p>	Section A: 15 marks	Section B: 15 Marks
										All questions are compulsory.	
										<p>The questions will be matching columns and/or fill in/complete sentences and/or lists</p> <p>Questions will test understanding and factual knowledge</p> <p>Case study may be used</p> <p>The questions will be a combination of three or more types of questions: State, explain, discuss and describe</p>	<p>Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class</p> <p>Learners will provide direct responses and full sentence in point form</p> <p>One question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraph</p> <p>Learners will solve problems, make decisions and give advice</p> <p>They will provide a few direct responses</p>
<b>PHYSICAL EDUCATION</b>	<p>Participating in a variety of target games</p> <p>Safety measures during target games</p> <p>Examples of possible activities: Modified netball, basketball, soccer, rugby, hockey, obstacle course, indigenous or community games, etc.</p>			<p>Movement performance in a variety of target games</p>	<p>Participation in a variety of target games</p>			<p>Movement performance in a variety of target games</p>			
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook, newspaper articles, posters and books about children's rights</li> <li>Textbook, posters, pictures from magazines, the Constitution of SA, the Children's Act, newspaper articles, books about children's rights and responsibilities</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheet										
<b>SBA (FORMAL ASSESSMENT)</b>	<p>Controlled test: 30 marks (Terms 1 and 2 content)</p> <p>Physical Education task: 30 marks</p>										

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 5 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Social responsibility			Health and environmental responsibility				Health and environmentalresponsibility			Formal assessment
	Basic hygiene principles			Basic hygiene principles				Basic hygiene principles			
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Festivals and customs from a variety of religions in South Africa	Festivals and customs from a variety of religions in South Africa	Festivals and customs from a variety of religions in South Africa Reading skills: Reading with understanding and using a dictionary Reading about festivals and customs of differentreligions in South Africa:Recall and relate	Safety measures at home and the environment: Harmful household products and medication	Fire safety Reading skills: Reading with understanding and using a dictionary. Reading about harmful household products and medication and fire safety: Recall and relate	Water as an important basic need: Importance of water Different ways of saving water	Different ways of protecting the quality of water Reading skills: Reading with understanding and using a dictionary Reading about the importance of water and how to save and protect the quality of water: Recall and relate	Healthy eating for children: South African food-baseddietary guidelines	Dietary needs of children	Factors influencing food intake of children Reading skills: Reading with understanding and using a dictionary. Reading about healthy eating for children: Recall and relate	Finalisation, submission and recording of project
<b>PHYSICAL EDUCATION</b>	Participation in rhythmic movements with focus on posture and style Safety measures relating to rhythmic movements Examples of possible activities: Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.			Movement performance in rhythmic movements with a focus on posture and style		Participation in rhythmic movements with a focus on posture and style Safety measures relating to rhythmic movements Examples of possibleactivities: Aerobics, galloping, marching, hopping, skipping, steps, sliding, leaping, etc.		Movement performance in rhythmic movementswith a focus on posture and style			
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook, posters, books about cultures and moral lessons and newspaper articles</li> <li>Textbook, books about religions in South Africa, newspaper articles, posters of food and the dietary needs of children</li> <li>Textbook, books about customs and festivals from different religions, magazines and posters</li> </ul>										
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheet										
<b>SBA (FORMAL ASSESSMENT)</b>	Project: 30 marks Physical Education task: 30 marks										

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (PERSONAL AND SOCIAL WELLBEING AND PHYSICAL EDUCATION): GRADE 5 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10	
<b>CAPS TOPICS</b>	Health and environmental responsibility				Health and environmental responsibility		Health and environmental responsibility		<b>FORMAL ASSESSMENT</b> Learners will be tested on Term 3 and 4's work	
	Basic hygiene principles				Basic hygiene principles		Basic hygiene principles		Controlled school-based test All questions are compulsory	
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Local environmental health problems: Locally occurring health problems such as tuberculosis Causes of health problems Symptoms of health problems Available treatment for health problems	Diarrhoea Causes of health problems Symptoms of health problems Available treatment for health problems	Malaria Causes of health problems Symptoms of health problems Available treatment for health problems	Measles Causes of health problems Symptoms of health problems Available treatment for health problems Reading skills: Reading with understanding and using a dictionary Reading about causes, symptoms and treatment of locally occurring health problems: Recall and relate	HIV and AIDS education Dealing with the stigma about HIV and AIDS	How to change attitudes towards people infected with HIV and AIDS Reading skills: Reading with understanding and using a dictionary Reading about changing attitudes and perceptions about HIV and AIDS: Recall and relate	Substance abuse: Types of drugs used: Legal and illegal drugs including tobacco, alcohol and over-the-counter medication	Negative impact of substances on health: Effects of drugs on the body and mind Reading about the dangers of substance abuse: Recall and relate	The questions will be matching columns and/or fill in/complete sentences and/or lists Questions will test understanding and factual knowledge Case study may be used The questions will be a combination of three or more types of questions: state, explain, discuss and describe	Questions will be short open-ended and knowledge-based questions that include information that learners have acquired from the Personal and Social Well-being class Learners will provide direct responses and full sentences in point form One question will focus on the application of knowledge and skills, and responses will either be full sentences in point form or a short paragraph Learners will solve problems, make decisions and give advice They will provide a few direct responses
<b>PHYSICAL EDUCATION</b>	Participation in basic field and track athletics or swimming activities Safety measures during athletic or swimming activities Examples of possible activities: Field athletics: Adapted shot-put, discus, javelin, long jump, high jump, etc. Track athletics: Sprints, middle and long distances and relays, etc. Swimming: Confidence exercise, breathing, kicking; gliding, arm and leg actions with various swimming styles, swimming races, etc.			Movement performance in basic field and track athletics or swimming activities	Participation in basic field and track athletics or swimming activities		Movement performance in basic field and track athletics or swimming activities	Note: Information provided in the case studies should be current, up to date, age appropriate and learner-friendly		
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Textbook and posters of communicable diseases, e.g. TB, diarrhoea, measles, etc.</li> <li>Textbook, posters, and books about HIV and AIDS</li> <li>Textbook, magazines, posters and books on healthy lifestyles</li> <li>Textbooks on HIV and AIDS</li> </ul>									
<b>INFORMAL ASSESSMENT</b>	Homework/classwork/worksheet									
<b>SBA (FORMAL ASSESSMENT)</b>	Controlled test: 30 marks (Terms 3 and 4 content) Physical Education task: 30 marks									

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 5 (TERM 1)

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	<b>Practical formal assessment: Performing Arts</b>	Create in 2D: Images of self and others in local environment	Create in 2D: Images of self and others in local environment Visual literacy	Create in 3D: Images of self and others in local environment Visual literacy	Create in 3D: Images of self and others in local environment
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Warm up</b> Physical warm up for co-ordination and control Concentration and focus games, using travelling and freezing, to music</p> <p><b>Improvise and create</b> Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats and meter) individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push and pull)</p> <p><b>Read, interpret and perform</b> Movement sequences exploring contrasts in time (slow/quick) and levels (high/medium/low)</p>	<p><b>Warm up</b> Rhythm games using body percussion and movement</p> <p><b>Improvise and create</b> Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats and meter) individually and in unison</p> <p><b>Read, interpret and perform</b> Movement sequences exploring contrasts in direction (forwards/backwards/side ways/upwards/downward s/diagonally) and force (smooth/jerky, strong/light) Mime sequences around a central action using the five senses and exploring contrasts in time, levels, directions and force</p>	<p><b>Warm up</b> Vocal warm up: Singing warm up: Choose from SA songs in unison, in canon and/or with actions. A single phrase from a song can be sung in different keys to do vocal warmups</p> <p><b>Improvise and create</b> Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests) using body percussion and percussive instruments</p> <p><b>Read, interpret and perform</b> Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests)</p>	<p><b>Warm up</b> Vocal warm up: Singing warm up: Choose from SA songs in unison, in canon and/or with actions. A single phrase from a song can be sung in different keys to do vocal warmups</p> <p><b>Improvise and create</b> Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests) using body percussion and percussive instruments</p> <p><b>Read, interpret and perform</b> Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests). Musical phrases with voice and/or instruments: contrasts in dynamics, pitch and rhythmic patterns</p> <p><b>Appreciate and reflect on</b> Selected examples of Western/African music, classifying instruments by visually and aurally considering timbre and expression of different moods</p>	<p><b>Warm up (continue)</b> Vocal warm up: Singing warm up: Choose from SA songs in unison, in canon and/or with actions. A single phrase from a song can be sung in different keys to do vocal warmups</p> <p><b>Improvise and create</b> Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests) using body percussion and percussive instruments</p> <p><b>Read, interpret and perform</b> Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests). Musical phrases with voice and/or instruments: contrasts in dynamics, pitch and rhythmic patterns</p> <p><b>Appreciate and reflect on</b> Selected examples of Western/African music, classifying instruments by visually and aurally considering timbre and expression of different moods</p>	<p><b>Rhythm patterns of different note values</b> (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments</p> <p><b>Notation of rhythms</b> on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests)</p> <p><b>Movement sequences</b> exploring contrasts including contrasts in time, levels, direction and force</p> <p><b>Performing Arts: 40 marks</b> <b>When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</b></p>	<p><b>Visual literacy</b> <b>Baseline assessment</b> Practical informal tasks Art elements Line Shape Texture Form Space Colour Value</p> <p><b>Create in 2D: A picture of me and my friends</b> Evaluate use of art elements in a pencil drawing as well as answering of theory questions by using a rubric</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action</p> <p><b>Create in 2D: Images of self and others in local environment</b> <b>Art elements</b> Use of complementary colour in own images of self and others in local environment</p> <p><b>Design principles</b> Emphasis (focal point) used in own images of self and others in local environment</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques. This may include, but is not limited to, any of the following: Blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual Literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of the human body in action Questions to deepen and extend observation of elements and design principles</p> <p><b>Create in 3D: Self and others in local environment</b> <b>Art elements</b> Reinforce texture, shape/form in own models of human figure</p> <p><b>Design principles</b> Introduce emphasis in own models of human figure</p> <p><b>Skills and techniques</b> Clay or any other appropriate medium for a 3D artwork</p> <p><b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed Appropriate use of tools</p>	<p><b>Create in 3D: Self and others in local environment</b> <b>Art elements</b> Reinforce texture, shape/form in own models of human figure</p> <p><b>Design principles</b> Introduce emphasis in own models of human figure</p> <p><b>Skills and techniques</b> Clay or any other appropriate medium for a 3D artwork</p> <p><b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed Appropriate use of tools</p>
<b>REQUISITE PRE-KNOWLEDGE</b>	<p>Basic experience and understanding of locomotor and non-locomotor movement</p> <p>Basic understanding of note values, rest values and 2, 3 and 4/4 time signatures</p> <p>The skills to build rhythmic patterns, using different note values and rests within these time signatures</p> <p>Understanding the meaning of dynamics and pitch in music</p>						<p>Basic and practical experience of art elements and some design principles</p> <p>Basic experiences in creating simple 2D and 3D artworks</p>			

TERM 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Open, adequate classroom space</li> <li>Interactive whiteboard/data projector and laptop</li> <li>Pictures, photographs, stories, poems, anecdotes and video clips</li> <li>Appropriate electronic apps, e.g. EdPuzzle, PowToon, Canva, Book Creator, etc.</li> <li>Pictures of and recorded/live music using Western or African string and woodwind instruments</li> <li>Audio equipment and audio-visuals with a range of suitable music</li> <li>CD player with a range of suitable music</li> <li>Charts of musical notes/substitutes such as animals representing note values</li> <li>Props, including cans, stones, newspapers, materials, chairs, balls and a large variety of differently sized and shaped objects</li> </ul>						Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs	Any other appropriate and available art material (clay/papier-mache/wire/cardboard/other recyclable material) for 3D artwork. Example 3D figures		
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>									
	Classroom discussion: Reflect on own and other's performances using simple Creative Arts terminology	Workbook: Worksheet on contrasts: Time Levels Direction Force	Worksheet: Notation	Worksheet: Notation Workbook: Worksheet: Classify instruments as part of a family or group	Worksheet: Notation Workbook: Worksheet: Classify instruments as part of a family or group	Worksheet: Notation Workbook: Worksheet: Classify instruments as part of a family or group	Baseline assessment	Workbook: Preparatory sketches exploring space Teacher guidance and support towards completion of artwork	Workbook: Preparatory sketches of 3D design exploring space Teacher guidance and support towards completion of artwork	Teacher guidance and support towards completion of artwork Classroom discussion and reflection
<b>SBA (FORMAL ASSESSMENT)</b>	Formal assessment of Performing Arts: 40 marks assessed with a rubric						Visual Art: Informal assessment			

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 5 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11
<b>CAPS TOPICS</b>	Create in 2D: Creative lettering and/or patternmaking Visual literacy	Create in 2D: Creative lettering and/or patternmaking Visual literacy	Create in 2D: Creative lettering and/or patternmaking Visual literacy	Create in 3D: African body adornment Visual literacy	Create in 3D: African body adornment Visual literacy	<b>Formal assessment: Visual Arts</b>	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Read, interpret and perform Improvise and create	Warm up and play Read, interpret and perform Improvise and create	Warm up and play Read, interpret and perform Improvise and create
<b>CONCEPTS, SKILLS AND VALUES</b>	<b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in creative lettering and/or patternmaking and African body adornment <b>Create in 2D: Creative lettering and/or patternmaking</b> <b>Art elements</b> Complementary colour in own creative lettering and/or patternmaking as surface decoration <b>Design principles</b> Use emphasis in colours, shapes and sizes of creative lettering and/or pattern <b>Drawing and/or colour media</b> Exploring a variety of media and techniques. This may include, but not limited to, any of the following: Blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.	<b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in creative lettering and patternmaking and in African body adornment <b>Create in 2D: Creative lettering and/or patternmaking</b> <b>Art elements</b> Complementary colour in own creative lettering and/or patternmaking as surface decoration <b>Design principles</b> Use emphasis in colours, shapes and sizes of creative lettering and/or pattern <b>Drawing and/or colour media</b> Exploring a variety of media and techniques	<b>Visual literacy</b> Questions to deepen and extend observation of elements and design principles in creative lettering and/or patternmaking and African body adornment Apply to own and others' work <b>Create in 2D: Creative lettering and/or patternmaking</b> <b>Art elements</b> Complementary colour in own creative lettering and/or patternmaking as surface decoration <b>Design principles</b> Use emphasis in colours, shapes and sizes of creative lettering and/or pattern <b>Drawing and/or colour media</b> Exploring a variety of media and techniques	<b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in creative lettering and patternmaking and in African body adornment <b>Create in 3D: African body adornment</b> <b>Art elements</b> Use line, shape and colour in own surface decoration of body adornment <b>Design principles</b> Use emphasis in own work, e.g. the visual focus of the body adornment <b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space <b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials Appropriate use of tools	<b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in creative lettering and patternmaking and in African body adornment <b>Create in 3D: African body adornment</b> <b>Art elements</b> Use line, shape and colour in own surface decoration of body adornment <b>Design principles</b> Use emphasis in own work, e.g. the visual focus of the body adornment <b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space <b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials Appropriate use of tools	<b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in creative lettering and patternmaking and in African body adornment <b>Create in 3D: African body adornment</b> <b>Art elements</b> Use line, shape and colour in own surface decoration of body adornment <b>Design principles</b> Use emphasis in own work, e.g. the visual focus of the body adornment <b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space <b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials Appropriate use of tools	<b>Warm up</b> Singing warmup (including South African songs in unison and canon and call and response) <b>Improvise and create</b> Melodic and rhythmic phrases (voice and/or on found and/or made instruments) that use repetition, call and response and contrast <b>Read, interpret and perform</b> Musical notation of treble clef and the letter names of notes on lines and in spaces on a treble stave and their differences in pitch <b>Appreciate and reflect on</b> Two selected pieces of music/songs representing different genres (such as blues, pop, kwaito, classical, traditional, free-kiba, opera, musicals, malombo, kwassa-kwassa, techno and soukous), considering the genre, style, instruments, and elements of music in each	<b>Warm up</b> Physical warm up for co-ordination and control (including floor work and body part isolations) <b>Improvise and create</b> Melodic and rhythmic phrases (voice and/or found and/or made instruments) that use repetition, call and response and contrast Movement sequences, using transfers of weight from different body parts and lunges and balances <b>Read, interpret and perform</b> Dance sequence exploring the movement range of each body part and geometric concepts such as parallel, symmetry, distance, volume and mass	<b>Warm up</b> Physical warm up for co-ordination and control (including floor work and knee bends and rises) Spatial awareness games (including lunges, arm swings, transfers of weight, etc.) <b>Improvise and create</b> Movement sequences using different kinds of jumps (with safe landings) and lunges and balances Combinations of two or more movements with a partner using extreme energy changes and elements of force: smooth and jerky and strong and light <b>Read, interpret and perform</b> Dance sequence exploring the movement range of each body part and geometric concepts such as parallel, symmetry, distance, volume and mass	<b>Warm up</b> Vocal warm up Sensory games responding to aural, oral, visual, tactile and kinaesthetic stimuli <b>Read, interpret and perform</b> Mime sequence using sensory detail and emotional expression and showing weight, size and shape <b>Improvise and create</b> Combinations of two or more movements with a partner using extreme energy changes and elements of force: smooth and jerky and strong and light
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic and practical experience of art elements and some design principles Basic experiences in creating simple 2D and 3D artworks						Basic dance skills: warmup ritual, posture and alignment, use of dance elements, working with partners Basic knowledge and understanding of note and rest values Understanding of musical elements such as dynamics, pitch, beat and rhythm. Understanding the difference between melodic and rhythmic phrases			
<b>RESOURCES TO ENHANCE LEARNING</b>	Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs			Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork Example 3D figures			<ul style="list-style-type: none"> <li>Found or made musical instruments, including drum/tambourine</li> <li>Audio equipment and audio-visuals with a range of suitable music</li> <li>Charts and posters of musical notes/substitutes, e.g. animals representing note values</li> <li>Interactive whiteboard/data projector and laptop</li> <li>Pictures and photographs</li> <li>Appropriate electronic apps, e.g. EdPuzzle, PowToons, Canva, Book Creator, etc.</li> </ul>			

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10 AND 11
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>There should be continuous informal formative assessment with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts at the end of each term</b>									
	Workbook: Questions to deepen and extend observation of elements and design principles in creative lettering and/or patternmaking	Workbook: Preparatory sketches, teacher observation and guidance  Workbook: New terminology explored  Quizzes and worksheets on African body adornment  Appropriate art elements and design principles	Teacher guidance and support towards completion of artwork	Workbook: Preparatory sketches of 3D design exploring space  Teacher guidance and support towards completion of artwork	Workbook: Preparatory sketches of 3D design exploring space  Teacher guidance and support towards completion of artwork  Classroom discussion and reflection	Workbook: Worksheet: Two selected pieces of music/songs representing different genres. To continue in workbooks as homework activity and submitted by week 4	Workbook: Worksheet exploring geometric concepts such as parallel, symmetry, distance, volume and mass	Rehearsal Side coaching and directing by teacher and peers towards performance	Workbook: Worksheet on critical reflection about performances using simple Creative Arts terminology  Submission of worksheet on two selected pieces of music/songs (see Week 7)	
<b>SBA (FORMAL ASSESSMENT)</b>	Formal assessment of Visual Art: 40 marks assessed with a rubric					Performing Arts: Informal assessment				



2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 5 (TERM 3)

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPICS</b>	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform	<b>Formal practical assessment: Performing Arts</b>	Create in 2D: Reptiles, insects, etc. in their environment Visual literacy	Create in 2D: Reptiles, insects, etc. in their environment Visual literacy	Create in 3D: Reptiles, insects, etc. Visual literacy	Create in 3D: Reptiles, insects, etc. Visual literacy
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Warm up</b> Physical warmup for co-ordination and control (warmup ritual that can include spinal rolls, swings, floor work, body part isolations and knee bends and rises)</p> <p><b>Improvise and create</b> Partner skills such as copying, leading, following and mirroring Movement phrases in pairs using “question and answer” and “meeting and parting” Musical phrases in pairs using repetition, accent, call and response and/or echo</p> <p><b>Appreciate and reflect on</b> Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance</p>	<p><b>Warm up</b> Physical warm up for co-ordination and control (warmup ritual that could include: spinal rolls, swings, floor work, body part isolations, knee bends and rises).</p> <p>Trust games, in pairs and small groups</p> <p><b>Improvise and create</b> Movement phrases in pairs using ‘question and answer’ and ‘meeting and parting’ Pair and group role-plays, using appropriate language, movement, facial expression and gesture Character ‘hot seats’ in pairs to develop roles, using appropriate language, body language and gesture</p> <p><b>Appreciate and reflect on</b> Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance</p>	<p><b>Warm up</b> Physical warmup for co-ordination and control (warm-up ritual that can include spinal rolls, swings, floor work, body part isolations and knee bends and rises)</p> <p>Trust games in pairs and small groups</p> <p><b>Improvise and create</b> Movement phrases in pairs using “question and answer” and “meeting and parting” Pair and group role-plays using appropriate language, movement, facial expression and gestures</p> <p>Musical phrases in pairs using repetition, accent, call and response and/or echo</p> <p>Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale</p>	<p><b>Warm up</b> Vocal warmup (including breathing awareness exercises, harmonising of vowels on different notes) Singing warmup (including South African songs in unison, canon, two-part harmony and call and response)</p> <p><b>Improvise and create and read, interpret and perform</b> Group role-play using characters created in Week 6 and 7 (considering characterisation, interaction, conflict and resolution) with addition of movement phrases in pairs using “question and answer” and “meeting and parting” and <b>musical phrases</b> in pairs using repetition, accent, call and response and/or echo Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale</p>	<p><b>Warm up</b> Physical warmup for co-ordination and control (warmup ritual that can include spinal rolls, swings, floor work, body part isolations and knee bends and rises) as well as vocal warmup.</p> <p><b>Improvise and create and read, interpret and perform</b> Rehearsal and preparation of the practical formal assessment task that includes dance, drama and music performance: Group role play using characterisation, interaction, conflict and resolution with addition of movement phrases using “question and answer” and “meeting and parting” and musical phrases using repetition, accent, call and response and/or echo</p>	<p><b>Formal assessment task submitted</b> <b>Practical formal assessment: Performing Arts:</b> <b>Integrated dance, drama and music performance:</b> Group role play using characterisation, interaction, conflict and resolution with addition of movement phrases using “question and answer” and “meeting and parting” and musical phrases using repetition, accent, call and response and/or echo</p> <p><b>Performing Arts: 40 marks</b> When assessing Performing Arts, it is important that the teacher chooses a formal assessment task that consists of at least TWO of the three performing art forms</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <b>all art elements</b> in images of reptiles, insects, etc. Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <b>emphasis</b> in images of reptiles, insects, etc. <b>Create in 2D: Reptiles, insects, etc. in their environment</b> <b>Art elements</b> Reinforce relevant art elements through use in own images of reptiles, insects, etc. <b>Design principles</b> Reinforce the design principle of emphasis through use in own images of reptiles, insects, etc. <b>Drawing and/or colour media</b> Exploring a variety of media and techniques This may include, but is not limited to, any of the following: blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <b>all art elements</b> in images of reptiles, insects, etc. Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name <b>emphasis</b> in images of reptiles, insects, etc. <b>Create in 2D: Reptiles, insects, etc. in their environment</b> <b>Art elements</b> Reinforce relevant art elements through use in own images of reptiles, insects, etc. <b>Design principles</b> Reinforce the design principle of emphasis through use in own images of reptiles, insects, etc. <b>Drawing and/or colour media</b> Exploring a variety of media and techniques</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc. <b>Create in 3D: Reptiles, insects, etc.</b> <b>Art elements</b> Reinforce texture and shape/form through modelling own reptiles, insects, etc. <b>Design principles</b> Reinforce emphasis through use in own models of reptiles, insects, etc. <b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides and parts of model can extend into space <b>Skills and techniques</b> Clay or any other appropriate medium for a 3D artwork Appropriate use of tools</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc. <b>Create in 3D: Reptiles, insects, etc.</b> <b>Art elements</b> Reinforce texture and shape/form through modelling own reptiles, insects, etc. <b>Design principles</b> Reinforce emphasis through use in own models of reptiles, insects, etc. <b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides and parts of model can extend into space <b>Skills and techniques</b> Clay or any other appropriate medium for a 3D artwork Appropriate use of tools</p>
<b>REQUISITE PRE-KNOWLEDGE</b>	<p>Understanding and experience of dance and music warmup activities and spatial awareness (including lunges, arm swings, transfers of weight, etc.) Understanding of movement sequences using different kinds of jumps (with safe landings) and balances Experience in dance elements Understanding elements of music: recognise the use of repetition, accent, call and response and echo through listening to live examples</p>						<p>Basic and practical experience of art elements and some design principles Basic experiences in creating simple 2D and 3D artworks</p>			

TERM 3	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6 AND 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>RESOURCES TO ENHANCE LEARNING</b>	<ul style="list-style-type: none"> <li>Open space</li> <li>Found or made musical instruments, including drum/tambourine</li> <li>Audio equipment and audio-visuals with a range of suitable music</li> <li>Charts and posters (such as musical notation on a stave of a single line, etc.)</li> <li>DVDs or access to live performances of two different dance types</li> <li>Research material on dance types</li> </ul>						Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs	<ul style="list-style-type: none"> <li>Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork</li> <li>Example 3D figures</li> </ul>		
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>Continuous informal assessment through observation, classroom discussions, learners' continuous reflection in workbooks (journals, worksheets, puzzles, quizzes, class tests, etc.) assessed by self, peer or teacher</b>									
	Workbook: Worksheet on two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance	Workbook: Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale	Workbook: Worksheet on group role play with music and movement phrases Exploring new terminology: Repetition, accent, call and response and/or echo, as well as character, interaction and resolution	Workbook: Questions to deepen and extend observation of elements and design principles Images of reptiles, insects, etc.	Workbook: Preparatory sketches, guidance by teacher, creative application of elements and principles	Preparatory sketches Worksheet: Practical/visual exploration of emphasis Continuous supportive guidance by teacher towards completion of 3D artwork	Basic and practical experience of art elements and some design principles Basic experiences in creating simple 2D and 3D artworks Classroom discussion and reflection			
<b>SBA (FORMAL ASSESSMENT)</b>	Formal assessment of Performing Arts: 40 marks assessed with a rubric						Visual Art: Informal assessment			

## 2023/24 ANNUAL TEACHING PLANS: LIFE SKILLS (CREATIVE ARTS): GRADE 5 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10
<b>CAPS TOPICS</b>	Create in 2D things that fly (natural or mechanical) Visual literacy	Create in 2D things that fly (natural or mechanical) Visual literacy	Create in 3D things that fly Visual literacy	Create in 3D things that fly Visual literacy	<b>Practical formal assessment: Visual Art</b>	Warm up and play Improvise and create Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform Appreciate and reflect on	Warm up and play Improvise and create Read, interpret and perform	Warm up and play Improvise and create Read, interpret and perform
<b>CONCEPTS, SKILLS AND VALUES</b>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name <b>art elements</b> found in images of things that fly (natural or mechanical)</p> <p>Observe and discuss visual stimuli in photographs and real objects to identify and name <b>examples of contrast and proportion</b> found in images of things that fly (natural or mechanical)</p> <p><b>Create in 2D things that fly (natural or mechanical)</b></p> <p><b>Art elements</b> Overview of use of appropriate art elements found in own images of things that fly (natural or mechanical)</p> <p><b>Design principles</b> Reinforce emphasis in own images of things that fly (natural or mechanical)</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques. This may include, but is not limited to, any of the following: blind/contour drawings, colour pencil, pastel, painting, wax resist, collage, pencils, ink and stick drawings, etc.</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs and real objects to identify and name <b>art elements</b> found in images of things that fly (natural or mechanical)</p> <p>Observe and discuss visual stimuli in photographs and real objects to identify and name <b>examples of contrast and proportion</b> found in images of things that fly (natural or mechanical)</p> <p><b>Create in 2D things that fly (natural or mechanical)</b></p> <p><b>Art elements</b> Overview of use of appropriate art elements found in own images of things that fly (natural or mechanical)</p> <p><b>Design principles</b> Reinforce emphasis in own images of things that fly (natural or mechanical)</p> <p><b>Drawing and/or colour media</b> Exploring a variety of media and techniques</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world</p> <p><b>Create in 3D things that fly</b></p> <p><b>Art elements</b> Reinforce texture, shape/form and colour through own construction of things that fly (natural or mechanical)</p> <p><b>Design principles</b> Reinforce contrast and proportion through use in own construction</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, and parts of model can extend into space</p> <p>Appropriate use of tools</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world</p> <p><b>Create in 3D things that fly</b></p> <p><b>Art elements</b> Reinforce texture, shape/form and colour through own construction of things that fly (natural or mechanical)</p> <p><b>Design principles</b> Reinforce contrast and proportion through use in own construction</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space</p> <p>Appropriate use of tools</p>	<p><b>Visual literacy</b> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world</p> <p><b>Create in 3D things that fly</b></p> <p><b>Art elements</b> Reinforce texture, shape/form and colour through own construction of things that fly (natural or mechanical)</p> <p><b>Design principles</b> Reinforce contrast and proportion through use in own construction</p> <p><b>Skills and techniques</b> Pasting, cutting, wrapping, tying and joining various recyclable materials</p> <p><b>Spatial awareness</b> Reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space</p> <p>Appropriate use of tools</p>	<p><b>Practical formal assessment: Visual Art</b></p> <p>Warm up Physical warmups for strength and flexibility Vocal warmups</p> <p><b>Improvise and create and read, interpret and perform</b> Short drama/dance improvisations reflecting a social, cultural or environmental issue relevant to the learners using selected tableaux, movement, poetry and speaking/singing in unison or individually</p> <p>Short composition of poetry and song to draw attention to social, cultural and environmental issues to be used in above presentation</p> <p><b>Appreciate and reflect on</b> A live or recorded drama: Key moments in a drama Themes, ideas and moods Why particular techniques were used Sensitivity to the social and cultural contexts</p>	<p><b>Warm up</b> Singing warmups (including South African songs in unison and two-part harmony) Call and response games</p> <p><b>Improvise and create and read, interpret and perform</b> Short drama/dance improvisations reflecting a social, cultural or environmental issue relevant to the learners</p> <p>Selected tableaux, movement, poetry and speaking/singing in unison or individually</p> <p>Short composition of poetry and song to draw attention to social, cultural and environmental issues to be used in above presentation</p> <p><b>Appreciate and reflect on</b> A live or recorded drama: Key moments in a drama Themes, ideas and moods Why particular techniques were used Sensitivity to the social and cultural contexts</p>	<p><b>Warm up</b> Singing warmups Call and response games</p> <p><b>Improvise and create and read, interpret and perform</b> Short drama/dance improvisations reflecting a social, cultural or environmental issue relevant to the learners (continue)</p> <p>Short music piece combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue</p>	<p><b>Warm up</b> Singing warmups Group awareness games (such as creating a machine through complementary movements)</p> <p><b>Improvise and create and read, interpret and perform</b> Short drama/dance improvisations reflecting a social, cultural or environmental issue relevant to the learners (continue)</p> <p>Short music piece combining a number of instruments (drums, marimba, etc.) reflecting a mood related to the social, cultural or environmental issue</p>
<b>REQUISITE PRE-KNOWLEDGE</b>	Basic understanding and experience of art elements and design principles Experience in creating simple 2D and 3D artworks					Basic understanding of the use of music elements like dynamics, tempo, pitch and timbre to create a certain mood in music Voice (basic skill and understanding of breathing, resonance, articulation and projection) and physical (basic skill in warming up the body, posture, physical characterisation and use of space) Ability to improvise Basic understanding of tableaux, Basic experience of drama elements: Character, plot, time, space and audience			

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9 AND 10
<b>RESOURCES TO ENHANCE LEARNING</b>	Materials: 2H/H/HB/2B/3B/6B pencils, charcoal, coloured inks, oil pastels, tempera paint, colour pencils, food colouring, magazines and photographs		<ul style="list-style-type: none"> <li>Any other appropriate and available art material (clay/papier mâché/wire/cardboard/other recyclable material) for 3D artwork</li> <li>Example 3D figures</li> </ul>			<ul style="list-style-type: none"> <li>Open space</li> <li>Found or made musical instruments, including drums and marimbas</li> <li>Audio equipment and audio-visuals with a range of suitable music</li> <li>Charts and posters (such as C major scale on treble stave, etc.)</li> <li>DVDs/CDs or access to live performance of drama (radio, television, community, professional or classroom)</li> </ul>			
<b>INFORMAL ASSESSMENT AND REMEDIATION</b>	<b>There should be continuous informal formative assessment with feedback from the teacher (brief, meaningful, constructive comments) for both Visual Arts and Performing Arts at the end of each term</b>								
	Workbook: Questions to deepen and extend observation of elements and design principles Workbook: Preparatory sketches, guidance by teacher, creative application of elements and principles		Preparatory sketches, worksheet to explore contrast and proportion Teacher guidance towards completion of 3D artwork		Classroom discussion and reflection	Workbook: Storyboard of drama presentation Workbook: Worksheet on review of drama		Rehearsal Side coaching and directing by teacher and peers towards performance Self- and peer assessment	
<b>SBA (FORMAL ASSESSMENT)</b>	Formal assessment of Visual Art: 40 marks assessed with a rubric					Informal assessment: Performing Arts			