

**-2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 10 (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>Inland Cluster (IC):</b> Free State, Gauteng, Limpopo, Mpumalanga and North-West Provinces <b>Coastal Cluster (CC):</b> Eastern Cape, KwaZulu-Natal, Northern Cape and Western Cape Provinces											
<b>CAPS TOPIC</b>	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1	Topic 1 & 2: Practical Topic 3: Theme 1
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Introduction to the different topics in Visual Arts	<b>THEME 1:</b> Visual analysis and interpretation – art elements and principles	<b>THEME 1:</b> Visual analysis and interpretation – art elements and principles	<b>THEME 1:</b> Visual analysis and interpretation – different art disciplines	<b>THEME 1:</b> Visual analysis and interpretation - media & techniques	<b>THEME 1:</b> Visual analysis and interpretation – subject matter, themes, style	<b>THEME 1:</b> Visual analysis and interpretation – visual analysis of specific examples	<b>THEME 1:</b> Visual analysis and interpretation - visual analysis of specific examples e.g. Goya, <i>3<sup>rd</sup> of May, 1808</i>	<b>THEME 1:</b> Visual analysis and interpretation – visual analysis of specific examples	<b>THEME 1:</b> Visual analysis and interpretation – visual analysis of specific examples	Consolidation, reflection and intervention
<b>Topic 3: Theory – Note to teachers</b> Theme 1 is <b>compulsory</b> and teachers can choose a minimum of 4 of the rest of the themes and at least <b>four</b> specific artworks/buildings from each theme. <ul style="list-style-type: none"> <li>For this teaching plan, certain artists have been chosen, <b>BUT</b> teachers must feel free to make their <b>own selection of themes and artists</b>.</li> <li>Selection of themes should be based on the context of the school.</li> <li>Whatever the theme chosen to be studied, teachers need to follow a similar week-by-week plan.</li> <li>Teachers should choose with the view of themes they will cover in Grade 11 and Grade 12 e.g. focusing on the portrayal of the figure.</li> <li>The emphasis should be on visual analysis of the examples studied to understand the historical content, style. Focus should be on elements and principles, media, style and meaning, message in context.</li> </ul>									<b>THEORY</b> Theme 1: Visual analysis and interpretation (compulsory) Theme 2: African art Theme 3: Non-western cultures from across the globe Theme 4: Ancient civilisations Theme 5: Classical world Theme 6: Middle Ages and/or Islamic art Theme 7: Renaissance Theme 8: Baroque and Rococo		
<b>Topic 1 &amp; 2: Practical</b> <b>Task 1</b> – Topic 1 (conceptualising) and <b>Task 6, PAT artwork 1</b> – Topic 2 (artwork) Recommendation is that focus be on drawing skills (different media, techniques and approaches) in the sourcebook experimentation, exploration, and investigation should be key for learners to master basic drawing skills. Teachers should guide the practical by mini deadlines. The result should be a number of drawings that could follow a theme, e.g. insects. A culmination of these activities should inform the final drawing (Artwork 1) allowing for creativity and a personal response. Conceptualisation should be a process started in Term 2. The artwork will be assessed (100 marks) but will not be a part of the term mark. It will be part of the continuous assessment of Task 6: PAT (25%).											
<b>Suggested plan for drawing according to your chosen theme:</b> Refer to the textbook for examples of techniques, or experiment and motivate play and exploration											
	<b>Line</b> e.g. blind contour drawings e.g. pen	<b>Form, shape, tonal value</b> e.g. geometric and organic shape e.g. pencil	<b>Form, shape, tonal value</b> e.g. hatching, stippling, gradient e.g. pen, pencil	<b>Texture</b> e.g. mark making e.g. charcoal	<b>Colour</b> e.g. different techniques – layering, scumbling e.g. oil or dry pastels	<b>Colour</b> e.g. different techniques e.g. colour pencils	<b>Colour</b> Wet media and techniques e.g. washes, ink, coffee, tea	<b>Making:</b> <ul style="list-style-type: none"> <li>Culmination of these activities by creating a final mixed media artwork based on the theme given</li> </ul>	Consolidation, reflection and intervention		
<b>REQUISITE PRE-KNOWLEDGE</b>	Drawing aptitude, love to be creative and work with hands, basic knowledge of art elements										
<b>RESOURCES TO ENHANCE LEARNING</b>	<b>Practical:</b> Learners must have a <b>sourcebook for Topic 1</b> (it can be self-made). Drawing materials, art books and magazines, YouTube clips, any inspirational material <b>Theory:</b> PowerPoints, art videos, trips to art galleries and museums										
<b>INFORMAL ASSESSMENT</b>	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a daily basis and be a substantive conversation between the teacher and learner to facilitate feedback and feed forward, especially of practical work. Learners must be guided towards helpful artwork examples, shown possible solutions and have promise or potential in the work recognised. Informal assessment is the daily monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Task 1: Theory, test (Topic 3) – minimum 50 marks</b> the test should cover theme 1 and must include: <ul style="list-style-type: none"> <li>Visual literacy questions</li> <li>The test must cater for a range of cognitive levels and must include paragraph-type responses</li> </ul> Time: 1 hour					<b>Task 2: Conceptualising, sourcebook (Topic 1) – 100 marks</b> Explicit teaching of drawing skills to equip pupils to engage in the demands of drawing in later years					

## 2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 10 (TERM 2)

TERM 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11
<b>CAPS TOPIC</b>	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 2	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Theme 2: African Art – pre-historic Art	Theme 2: African Art – SA rock Art	Theme 2: African Art – African tribal art	Theme 2: African art – Lydenburg heads, Mapungubwe	Theme 2: African art – African crafts	Theme 5: Classical world - Geometric Greece	Theme 5: Classical world – Archaic Greece	Theme 5: Classical world – Classical Greece	Theme 5: Classical world – Hellenistic Greece	Theme 5: Classical world – Ancient Rome	Consolidation, reflection and intervention
	A minimum of <b>FOUR specific artworks</b> from this theme must be selected in an in-depth study to illustrate the working of these artworks in the respective societies.					A minimum of <b>FOUR specific artworks</b> from this theme must be selected in an in-depth study to illustrate the working of these artworks in the respective societies.					
	<p><b>Topic 1 &amp; 2: Practical</b>  <b>Task 4 – Topic 1</b> (conceptualising) and <b>Task 6, PAT artwork 2</b> – Topic 2 (artwork)</p> <p>A specialised practical option can now be introduced e.g. painting, sculpture, printmaking, photography, etc. or expose learners to more options for an informed specialisation later on. Teacher decides on manageable theme and breaks down the sourcebook activities for the conceptual development of imagery that relates to personalised ideas and visual imagery, focusing on experimentation, exploration and investigation of media. It is important to provide learners with mini-deadlines and give clear instructions on minimum requirements. The artwork will be assessed (100 marks) but will not be a part of the term mark. It will be part of the continuous assessment of Task 6: PAT (25%).</p>										
<b>REQUISITE PRE-KNOWLEDGE</b>	<p><b>Practical:</b> Basic drawing skills developed in term 1</p> <p><b>Theory:</b> Visual analysis skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks in the studied themes</p>										
<b>RESOURCES TO ENHANCE LEARNING</b>	<p><b>Practical:</b> Learners must have a sourcebook for Topic 1 (it can be self-made). Drawing materials, art books and magazines, YouTube clips, any inspirational material</p> <p><b>Theory:</b> PowerPoints, art videos, trips to art galleries and museums</p>										
<b>INFORMAL ASSESSMENT</b>	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a frequent basis and be a substantive conversation between the teacher and every learner to facilitate feedback and feed forward. Necessary interventions should occur timeously. It is critical that pupils are supported this term as they start to engage with methodology for source work, learning necessary research skills and personalising ideas. Informal assessment is the frequent monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
<b>SBA (FORMAL ASSESSMENT)</b>	<p><b>Task 3: Theory, Mid-year examination (Topic 3) – minimum of 50 marks</b></p> <p>The test must include:</p> <ul style="list-style-type: none"> <li>Visual literacy questions</li> <li>Specific artworks studied</li> </ul> <p>The test must cater for a range of cognitive levels and must include paragraph-type responses.</p> <p>Time: 1 hour</p>					<p><b>Task 4: Conceptualisation, sourcebook (Topic 1) – 100 marks</b></p> <p>Learners should visually tell the 'story' of how their artwork was conceived, developed and produced through drawing, experimentation and writing. It should reflect their <b>individuality</b> and <b>creativity</b> as a visual art learner.</p>					

## 2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 10 (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 TOPIC</b>	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 7	Topic 1 & 2: Practical Topic 3: Theme 8	Topic 1 & 2: Practical Topic 3: Theme 8	Topic 1 & 2: Practical Topic 3: Theme 8	Topic 1 & 2: Practical Topic 3: Theme 5	Topic 1 & 2: Practical
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Theme 7: Renaissance Introduction Proto-Renaissance	Theme 7: Renaissance Early Renaissance	Theme 7: Renaissance High Renaissance	Theme 7: Renaissance, Mannerism	Theme 7: Northern European Renaissance	Theme 8: Baroque and Rococo Baroque in Italy	Theme 8: Baroque in Flanders and Holland	Theme 8: Baroque Dutch and Spanish Baroque	Theme 8: Baroque and Rococo An understanding and overview of Rococo European	Theme 8: Baroque and Rococo Example of Rococo	Consolidation, reflection and intervention
	A minimum of <b>FOUR specific artworks</b> from this theme must be selected in an in-depth study to illustrate the working of these artworks in the respective societies					A minimum of <b>FOUR specific artworks</b> from this theme must be selected in an in-depth study to illustrate the working of these artworks in the respective societies					
	<b>Topic 1 &amp; 2: Practical</b> <b>Task 6: PAT retrospective exhibition</b> – Learners have completed the two artworks during terms 1 & 2. This term they could use the opportunity to further develop and extend/re-visit their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. To express creativity and self-expression, learners may do more works relating to two themes they have investigated e.g. another drawing.										
	<b>Task 7: End of year exam – Paper 2, Conceptualisation (Topic 1)</b> <b>50 marks</b> Teachers provide grade appropriate brief, theme. Teacher facilitates a breakdown of sourcebook activities for the conceptual development of imagery that relates to personalised ideas and visual imagery focusing on experimentation, exploration and investigation of media. It is important to provide learners with mini-deadlines and give clear instructions on minimum requirements.										
<b>Ask</b> <i>Find the problem</i> <b>Engage</b> with the theme, question of the brief, theme	<b>Learn</b> <i>Gather related information</i> <b>Brainstorm</b> – mind maps, word games, personal reflections, research on artists that have inspired you, etc.	<b>Look</b> <i>Acquire the knowledge</i> <b>Collect:</b> Material that is inspirational e.g. photos, images, collected poems, lyrics etc.	<b>Look</b> <i>Acquire the knowledge</i> Make sketches and small drawings with annotations	<b>Play</b> <i>Incubation</i> <b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched)	<b>Play</b> <i>Incubation</i> <b>Experimentation</b> of media and, or different techniques (take inspiration from the artists you have researched)	<b>Think</b> <i>Generate ideas</i> <b>Find</b> subject matter Draw and, or photograph subject matter	<b>Fuse</b> <i>Combine ideas</i> Start bouncing ideas around, looking for <b>unexpected combinations</b> Connecting lots of dots, eliminating some and adding others	<b>Fuse</b> Successful creativity never comes from only one idea, rather, from a combination of several <b>Experiment further</b> with materials to examine new possibilities or extension of technique	<b>Choose</b> <i>Select the best idea</i> Final composition drawing(s)	<b>Consolidation, reflection and intervention</b>	
<b>REQUISITE PRE-KNOWLEDGE</b>	<b>Practical:</b> Improved technical skills in specialised options and ability to start conceptualising ideas based on the practical theme, knowledge of materials and techniques, self-expression and content <b>Theory:</b> Visual analysis skills – art elements and principles, subject matter, techniques and styles and the ability to apply to artworks, knowledge of studied themes in Term 2										
<b>RESOURCES TO ENHANCE LEARNING</b>	<b>Practical:</b> According to specialisation option(s) and available art materials and resources. Learners must have a sourcebook for Topic 1 e.g. can be self-made. Art books and magazines, YouTube clips, any inspirational material <b>Theory:</b> PowerPoints, YouTube videos, trips to art galleries and museums, virtual galleries, etc.										
<b>INFORMAL ASSESSMENT</b>	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a frequent basis and be a substantive conversation between the teacher and every learner to facilitate feedback and feed forward. Necessary interventions should occur timeously. It is critical that pupils are supported this term as they start to engage with methodology for source work, learning necessary research skills and personalise ideas. Informal assessment is the frequent monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.										
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Task 5: Theory, Test (Topic 3) – minimum of 50 marks</b> The test must include: <ul style="list-style-type: none"> <li>Visual literacy questions</li> <li>Specific artworks studied</li> </ul> The test must cater for a range of cognitive levels and must include paragraph-type responses. <b>Time:</b> 1 hour										

## 2023/24 ANNUAL TEACHING PLANS: VISUAL ARTS: GRADE 10 (TERM 4)

TERM 4	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6-10
<b>CAPS TOPIC</b>	Topic 3	Topic 3	Topic 3	Topic 3	Topic 3	<p><b>Task 6: PAT (retrospective exhibition) – 100 marks (weighting 30%)</b></p> <ul style="list-style-type: none"> <li>Grade 10: The artworks (Topic 2) from the two practical tasks are compulsory.</li> <li>Learners have the opportunity to further develop and extend their practical work into a cohesive and holistic body of work that is seen in the context of an exhibition environment. Therefore, <b>learners may exhibit more works that provide evidence of this process</b> e.g. work done on their own.</li> <li>The sourcebook(s), although already assessed, must be displayed.</li> <li>The retrospective exhibition need not be a physical exhibition, but can take the form of a catalogue, PowerPoint presentation, online portfolio, etc.</li> </ul> <p><b>Task 7: Paper 2 Practical examination - 100 marks (weighting 15%)</b></p> <p><b>Topic 1: Completed in third term</b></p> <p><b>Topic 2:</b> Learners will create the artwork based on the conceptualisation done in Term 3 (sourcebook). Recommended that the artwork is completed during contact time during the first 4 -5 weeks of term (Minimum 12 hours and maximum 24 hours).</p> <p><b>Task 7: Paper 1 Written examination - 100 marks (weighting 15%)</b></p> <p>Cognitive levels: Lower order = 30%, Middle order = 40, Higher order = 30%</p> <p>5 Questions – Theme 1 is compulsory and one question on each of the other four studied themes.</p> <p>It is important to follow the format of the Grade 12 NCS paper and Visual Literacy questions of 'unseen' images <b>MUST</b> be included in each question.</p> <p><b>Time: 2 hours</b></p> <p>Theme 1: Visual analysis and interpretation (compulsory)</p> <p>Theme 2: African art</p> <p>Theme 3: Non-western cultures from across the globe</p> <p>Theme 4: Ancient civilisations</p> <p>Theme 5: Classical world</p> <p>Theme 6: Middle Ages and, or Islamic art</p> <p>Theme 7: Renaissance</p> <p>Theme 8: Baroque and Rococo</p>
<b>CORE CONCEPTS, SKILLS AND VALUES</b>	Revision and preparation for Paper 1	Revision and preparation for Paper 1	Revision and preparation for Paper 1	Revision and preparation for Paper 1	Revision and preparation for Paper 1	
<b>REQUISITE PRE-KNOWLEDGE</b>	Content knowledge from Term 1, 2 and 3 Formal analysis skills and characteristics of the styles are critical in the revision process. Paper 1: Topic 1 sourcebook – conceptualisation					
<b>RESOURCES TO ENHANCE LEARNING</b>	<p><b>PRACTICAL:</b> Art materials needed to complete the Paper 2 (final artwork)</p> <p><b>THEORY:</b> PowerPoints, YouTube videos, trips to art galleries and museums, virtual galleries, etc.</p>					
<b>INFORMAL ASSESSMENT</b>	Informal assessment is crucial in Visual Arts. Teachers need to facilitate and demonstrate the creative process from conceptualising to the final artwork. It should occur on a frequent basis and be a substantive conversation between the teacher and every learner to facilitate feedback and feed forward. Necessary interventions should occur timeously. It is critical that pupils are supported this term as they start to engage with methodology for source work, learning necessary research skills and personalise ideas. Informal assessment is the frequent monitoring of learners' progress and can be done through conversation, critique sessions, skill development activities, questions and answers, short written activities completed during the lesson, open-book tests, homework exercises, etc. Informal assessment activities must develop creativity, critical thinking and innovation.					
<b>SBA (FORMAL ASSESSMENT)</b>	<b>Task 1 (50 marks) + Task 2 (100 marks) + Task 3 (50 marks) + Task 4 (100 marks) + Task 5 (50 marks) = 350 converted to 100 marks</b>					