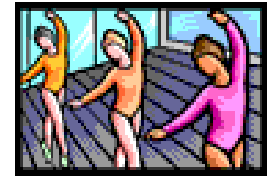
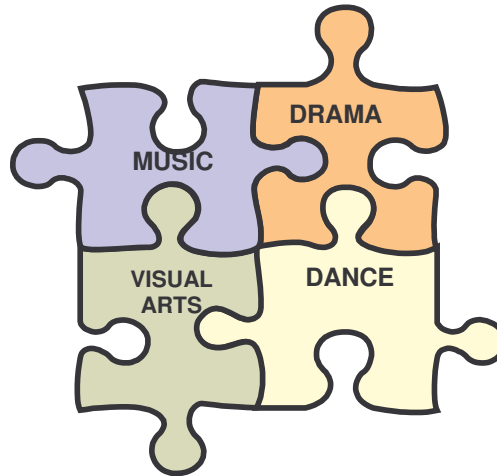




**Province of the Eastern Cape**  
**DEPARTMENT OF EDUCATION**  
**ARTS AND CULTURE**  
**INTERMEDIATE AND SENIOR PHASES**  
**EXEMPLAR LESSON PLANS**  
**FOR THE FIRST TERM**



## **Preamble**

This Arts and Culture Intermediate and Senior Phase Exemplar Lesson Plans for the First Term are products of a collaborated effort between Arts and Culture Provincial Curriculum Planning and District Curriculum Advisors. They act as a contribution in the developmental process that is aimed at increasing capacity of Arts & Culture Teachers in effective teaching, learning and assessment of this Learning Area. They also serve as guides towards effective and efficient implementation of National Curriculum Statements (NCS). This therefore means that underpinned in these Exemplar Lesson Plans are principles of NCS. Learning Outcomes and Assessment Standards are therefore cornerstones of these Lesson Plans.

These Exemplar Lesson Plans for First Term are based on the First Clusters of Assessment Standards that are in the Provincial Work Schedules for Grades 4-9 contained in the Arts and Culture Provincial Assessment Guidelines, Annexure B1 to B6. These Lesson Plans are therefore not standalones and should be used in conjunction with all relevant Policy Documents and Assessment Guidelines, viz, National Curriculum Statements Grade R-9, National Assessment Guidelines and Provincial Assessment Guidelines.

It should be borne in mind that Arts and Culture deals mainly with four Arts Disciplines which are: Music, Visual Arts, Dance and Drama. Some aspects of Culture are dealt with under the Composite Assessment Standards. Focus has been on Intermediate and Senior Phases including Generic and Additional Assessment Standards in Grades 8 and 9.

These Lesson Plans should be engaged with critically and creatively as they do not reflect “zero defects” or a “one answer” solution. This encourages all who will be using them to kindly alert the Arts and Culture Curriculum Planning - Intersen should any inconsistencies, highly impractical suggestions or any elements that may detract from the goal of establishing a common approach in effective teaching of this Learning Area.

Further comments, concerns, suggestions and responses may be forwarded through the nearest Arts & Culture District Curriculum Advisor or directly to:

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## Acknowledgements

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<b>TABLE OF CONTENTS</b>		
<b>NO</b>	<b>CONTENT</b>	<b>PAGE</b>
<b>1.</b>	<b>Intermediate Phase</b>	
<b>2.</b>	Grade 4 Lesson Plans	5
<b>3.</b>	Grade 5 Lesson Plans	15
<b>4.</b>	Grade 6 Lesson Plans	28
<b>5.</b>	<b>Senior Phase</b>	
<b>6.</b>	Grade 7 Lesson Plans	38
<b>7.</b>	Grade 8 Lesson Plans	47
<b>8.</b>	Grade 9 Lesson Plans	56

GRADE 4	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Safe and Healthy Environment Warm Up Exercises in Dance and Drama
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>L.O 1: CREATING, INTERPRETING AND PRESENTING:</b> <b>LO 1: CLUSTER 1</b></p> <p><b><u>DANCE</u></b> <b>AS:</b> In preparing the body, follows a teacher-directed warm-up and skill-developing ritual, with attention to safe use of the body, for example:</p> <ul style="list-style-type: none"> <li>• Knees aligned over toes when bending;</li> <li>• Articulation (toe-heel-bend) of the feet and bending knees when landing from jumps;</li> <li>• Good posture at all times.</li> </ul> <p><b><u>DRAMA</u></b> <b>AS:</b> Performs simple teacher-directed relaxation and breathing exercises when warming up and cooling down. <b>AS:</b> Uses the voice and body imaginatively in drama exercises and games.</p>	<p><b>ACTIVITY 1 : Warm Up:</b></p> <p><b>First, increase the heart rate as follows:</b> With teacher's guidance, learners choose a leader (The following activities can be accompanied by prerecorded music, singing or drumbeat.)</p> <ul style="list-style-type: none"> <li>• Diagonally, learners walk gently with relaxed joints and soft, easy feet from one corner to the other, then walk up the side and down diagonally to the other corner.</li> <li>• Following the leader, learners continue walking, forming a big circle around the room.</li> <li>• Learners gradually increase the pace of the walk into a gentle run, shaking arms, keeping feet light and joints relaxed.</li> <li>• Increase the running pace and move arms close to the body, (piston fashion).</li> <li>• Learners slowly decrease their speed until they have returned to their initial walking pace.</li> <li>• Learners continue walking and then find space. Stand with their feet apart, keeping the legs and feet parallel. NB. Learners must not tense their knees.</li> </ul> <p><b>Next, stretch the muscles and loosen the joints (teacher demonstrating):</b></p> <p><b>Shoulder exercise:</b></p> <ul style="list-style-type: none"> <li>• Learners stand tall with arms relaxed at their sides. They raise and release their shoulders 8 times. They now roll shoulders forward and backwards 8 times.</li> <li>• Learners do head exercise (slow, gentle flowing movement-right, left, up, down turns)</li> <li>• Same position as above, learners exercise the head and neck by: turning to right, face front, turn left, face front, look up, look level, look down, look level and repeatedly).</li> </ul> <p><b>Puppet exercise:</b></p> <ul style="list-style-type: none"> <li>• Learners stand with feet apart, not too wide, arms at their sides. They stretch arms up above the head, collapse downwards, bending the knees; drop the head and hands to the floor, pause, and then recover unfolding the spine slowly the head being the last to recover.</li> </ul> <p><b>Hug and release:</b></p> <ul style="list-style-type: none"> <li>• Learners sit on the floor legs straight forward, feet together, then, point the feet forward, arms out to the sides at shoulder level. Draw the legs up bending knees; hug legs with arms, rounding back, tuck in the head (make the body into a very tight ball with feeling of contraction, pulling in the tummy muscles). Release and return to original position. Repeat 4 times.</li> </ul>	<p><b>FORM:</b> Practical demonstration Performance</p> <p><b>METHOD:</b> Teacher Peer Group</p> <p><b>TOOL:</b> Analytic rubric Check List Observation</p>	<p>Learners with physical challenge to be assisted and are given alternative roles.</p>

GRADE 4	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Safe and Healthy Environment Warm Up Exercises in Dance and Drama
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p><b>ACTIVITY 2 : (demonstration or performance)</b></p> <ul style="list-style-type: none"> <li>• First, increase the heart rate as follows: Educator or learners choose a leader</li> <li>• Activities can be accompanied by music, singing or drumbeat</li> <li>• On the diagonal, walk with relaxed joints and soft, easy feet from one corner to the other then up the side and down diagonally to the other corner.</li> <li>• Following the leader, learners walk forming a big circle around the room.</li> <li>• Gradually increase the pace of the walk into a gentle run, moving the arms and keeping the feet light and joints relaxed.</li> <li>• Increase the running pace and move arms close to your body, piston fashion.</li> <li>• Slowly decrease your speed until you have returned to your initial walking pace.</li> <li>• Continue walking and find a space. Stand with your feet apart, keeping the legs and feet parallel. NB. Do not tense the knees.</li> </ul> <p><b>Next, stretch the muscles and loosen the joints:</b></p> <p><b>Shoulder exercise:</b></p> <ul style="list-style-type: none"> <li>• Stand tall with arms relaxed at your sides.</li> <li>• Raise your shoulders and release 8 times.</li> <li>• Now circle the shoulders 8 times forward and repeat backwards.</li> </ul> <p><b>“Look and see head exercise (slow, gentle flowing movement)”:</b></p> <ul style="list-style-type: none"> <li>• Same position as above, exercise the head and neck by: turning to right, face front, turn left, face front, look up, look level, look down, look level and repeat twice.</li> </ul> <p><b>Puppet exercise:</b></p> <ul style="list-style-type: none"> <li>• Stand feet apart, not too wide, arms at your sides.</li> <li>• Stretch arms up above the head.</li> <li>• Relax down bending the knees; drop the head and hands to the floor. Pause, and then recover unfolding the spine slowly the head being the last to recover.</li> </ul> <p><b>Hug and release:</b></p> <ul style="list-style-type: none"> <li>• Sit on the floor legs straight forward, feet together.</li> <li>• Point the feet, arms out to the sides at shoulder level.</li> <li>• Draw the legs up bending knees; hug your legs with the arms, rounding back.</li> </ul>		

GRADE 4	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Safe and Healthy Environment Warm Up Exercises in Dance and Drama
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<ul style="list-style-type: none"> <li>• Tuck in the head (make the body into a very tight ball with feeling of contraction, pulling in the tummy muscles).</li> <li>• Release and return to original position.</li> <li>• Repeat 4 times.</li> </ul> <p><b>Jump:</b></p> <ul style="list-style-type: none"> <li>• Feet together and then apart</li> <li>• Three bounces with feet together and jump left and right alternatively, knees up, hands touch the knees counting four times.</li> <li>• Repeat 4 times.</li> </ul> <p><b>ACTIVITY 3: Warm-ups for voice and body (demonstration or performance continued)</b></p> <ul style="list-style-type: none"> <li>• Learners stand with feet slightly apart and weight evenly balanced.</li> <li>• Stretch by raising arms above head.</li> <li>• Open the jaw and relax it until you start to yawn.</li> <li>• Swing arms from side to side across body.</li> <li>• Swing arms forwards and backwards around torso.</li> <li>• Breathe in and out whilst warming up.</li> <li>• Twist waist and hips and bend knees as you swing.</li> <li>• Stand up straight and stretch each arm up towards the ceiling in turn.</li> <li>• Take eight counts to reach as high as you can.</li> <li>• Stretch right arm and bend over sideways at the waist to the opposite side as if you are reaching for something.</li> <li>• Repeat on the other side.</li> <li>• Hunch up shoulders as if head is trying to hide away.</li> <li>• Let shoulders drop back to original position.</li> </ul>		

GRADE 4	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Safe and Healthy Environment Warm Up Exercises in Dance and Drama
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<ul style="list-style-type: none"> <li>• Make big circles with your right shoulder. Repeat six to eight times.</li> <li>• Repeat with the left shoulder</li> <li>• Imagine that whole body is covered in sticky glue.</li> <li>• Shake it off without making your movements too jerky, as this will cause tension</li> </ul> <p><b>ACTIVITY 4</b></p> <p>The Teacher gives instruction to the learners(using a rubric) to:</p> <ul style="list-style-type: none"> <li>• Walk and make sounds like an elephant</li> <li>• Walk and make sounds like a dog</li> <li>• Walk and make sounds like a cat</li> <li>• Move and make sounds like a snake</li> </ul> <p><b>ACTIVITY 5</b></p> <p>For cooling down exercises the teacher gives these instructions:</p> <ul style="list-style-type: none"> <li>• Hop from one foot to the other and gently shake your arms as if you are shaking water off them.</li> <li>• Keep your head, neck and shoulders soft and relaxed.</li> <li>• Stand on your toes and stretch your hands as far up as you can. Then bend over and fold up your body very tightly.</li> <li>• Stand or lie on the ground with your arms and legs relaxed. Breathe in deeply and slowly until you feel your tummy expand as far as it can.</li> <li>• Then breathe out until you feel your tummy collapse.</li> </ul>		
<b>SKILLS:</b> Bending, jumping, articulation, breathing, safe landing			
<b>KNOWLEDGE:</b> Gained knowledge on warming up and cooling down exercises			
<b>VALUES:</b> Enjoyment, sharing, appreciation.			
<b>Resources:</b> Pencils, pens, exercise books, tape recorders and cassettes, used materials			
<b>EXPANDED OPPORTUNITIES:</b> Learners are encouraged to watch warm up exercises in the T. V. They can participate in sport activities.			
<b>Teacher Reflection:</b>			



**Grade 4 Term 1 Lesson 1 Rubric for Intermediate Phase (Check List or Observation Sheet can also be used)**

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
The learner follows relaxation and cooling down exercises during warm-ups and cool downs	The learner is unable to follow relaxation and cooling down exercises during warm-ups and cool downs	The learner shows little understanding in following relaxation and cooling down exercises during warm-ups and cool downs	The learner is able to follow relaxation and cooling down exercises during warm-ups and cool downs	The learner shows excellence in following relaxation and cooling down exercises during warm-ups and cool downs
The learner makes imaginative use of voice and body in dramatic games and exercises	The learner is unable to make imaginative use of voice and body in dramatic games and exercises	The learner shows a little understanding in making imaginative use of voice and body in dramatic games and exercises	The learner is able to make imaginative use of voice and body in dramatic games and exercises	The learner shows excellence in making imaginative use of voice and body in dramatic games and exercises

Grade: 4

Term: 1

Lesson Plan: 2

Phase: Intermediate

Grade 4	DATE :	DURATION: 240 min	CONTENT IN CONTEXT: Personal Development ➤ Improvisation incorporate elements/concept in the Arts
LO's and ASS.	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 1</b> <b>CLUSTER 2</b></p> <p><b>DANCE</b> <b>AS:</b> Uses cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</p> <p><b>DRAMA</b> <b>AS:</b> Makes use of hand or costume props, puppets, mask or other external resources to tell stories and portray characters.</p> <p><b>VISUAL ARTS</b> <b>AS:</b> Makes masks and crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.</p> <p><b>COMPOSITE</b> <b>AS:</b> Makes a puppet and uses it to create a puppet show with music and movement.</p>	<p><b>ACTIVITY 1</b> The teacher gives instructions to the learners to stand in a circle, and do warm-up exercises.</p> <ul style="list-style-type: none"> <li>Shake their bodies.</li> <li>Walk and bend forward and backward without bumping into each other adding freeze.</li> <li>Swing arms forward and backwards four times.</li> <li>Stretch arms and legs to the left and to the right two times.</li> <li>Twist upper body to the left and right with hands on the waist</li> <li>Jump four times and make a quarter turn each time they land.</li> </ul> <p><b>ACTIVITY 2</b></p> <ul style="list-style-type: none"> <li>The teacher asks the learners to form straight lines of four to six.</li> <li>With the teacher, in their lines they walk forward and backwards 4 times to the left and right 4 times.</li> <li>They stretch to the left and right four times, bend forward four times, twist up and down four times, make a half turn four times and end their dance with a jump and a gesture.</li> </ul> <p><b>ACTIVITY 3</b></p> <ul style="list-style-type: none"> <li>Learners are asked to bring cans, stones, newspapers, balls and a large variety of props to use when composing movement sequences.</li> <li>The teacher divides the learners into groups.</li> <li>Each group is given different units of action e.g.</li> </ul> <p>Group 1 (walk, stretch, bend, twist) Group 2 (bend, stretch, twist, turn) Group 3 (stretch, bend, twist, walk) Group 4 (twist, turn, bend, walk)</p> <p>- To improvise their dance sequences.</p> <ul style="list-style-type: none"> <li>They start their dance with stillness and end it with a jump and a gesture.</li> <li>Each group is given a chance to practice its dance with the teacher moving around the group.</li> <li>Learners must use their material when composing their dances.</li> </ul>	<p><b>FORM</b> Practical demonstration Performance Script writing Drawing Artefacts</p> <p><b>METHOD</b> Teacher Group Peer</p> <p><b>TOOL</b> Rubric Observation sheet.</p>	<p>In the case of the lack of space the learners are taken outside. Physically challenged learners will be given alternative roles like that of playing musical instruments.</p>

Grade 4	DATE :	DURATION: 240 min	CONTENT IN CONTEXT: Personal Development ➤ Improvisation incorporate elements/concept in the Arts
LO's and ASS.	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p><b>ACTIVITY 4</b></p> <ul style="list-style-type: none"> <li>Learners perform their different dance sequences and the teacher assesses them.</li> </ul> <p><b>ACTIVITY 5</b></p> <ul style="list-style-type: none"> <li>Learners are given papers to draw an animal that resembles them and write their names, colour them and write 3 words that describe that particular animal (what kind of an animal it is; quiet, kind, shy etc.).</li> <li>The learners in turn imitate how these animals walk and make sounds made by his or her animal to the class.</li> </ul> <p><b>ACTIVITY 6</b></p> <ul style="list-style-type: none"> <li>The teacher reads any animal story (e.g. a story about the animals that were summoned by their king –lion- to a meeting). Learners must identify the characters in the story and the lines spoken by these animals. The teacher writes down names of the animals and their lines in a form of a dialogue to develop a script to be performed by the learners.</li> </ul> <p><b>ACTIVITY 7</b> <b>Instructions to the learners:</b></p> <ul style="list-style-type: none"> <li>In groups learners choose different characters based on the script.</li> <li>Using markers, scissors, cartridge papers or cardboards and staplers or glue, paints each learner draw and outline and cuts out and create a mask or a head puppet of the chosen animal and colour it.</li> <li>Learners may use newspapers to create other characters e.g. mosquitoes and other insects in preparation for a puppet show.</li> <li>In their show they must incorporate dance sequences that were composed earlier with music</li> </ul> <p><b>ACTIVITY 8</b></p> <ul style="list-style-type: none"> <li>Learners practice their lines together with dance and music in their groups with the help of the teacher.</li> </ul> <p><b>ACTIVITY 9</b></p> <ul style="list-style-type: none"> <li>The learners perform their puppet show.</li> </ul>		
<b>SKILLS:</b> Dancing, designing, composing, improvising, dramatising, drawing			

<b>Grade 4</b>	<b>DATE :</b>	<b>DURATION:</b> 240 min	<b>CONTENT IN CONTEXT:</b> Personal Development ➤ Improvisation incorporate elements/concept in the Arts
<b>LO's and ASS.</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
<b>KNOWLEDGE:</b> Dance sequences, script writing			
<b>VALUES:</b> Enjoyment, enthusiasm, appreciation, respect			
<b>RESOURCES:</b> pencils, markers, scissors, cartridge papers, cardboards, staplers , glue, paints, crayons, newspapers, cans, stones			
<b>EXPANDED OPPORTUNITIES:</b> Learners are encouraged to watch puppet shows on T.V.			
<b>Teacher Reflection:</b>			

**Grade 4 Term 1 Lesson 2 Rubric for Intermediate Phase**

<b>CRITERIA</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Improvises and compose dance sequences	Learners are unable to improvise and compose dance sequences	Show little understanding in improvising and composing dance sequences	Learners are able to improvise and compose dance sequences	Show an outstanding ability in improvising and composing dance sequences
Use cans, stones, and a large variety of objects in dance sequences	Learners are unable to use cans, stones, and a large variety of objects in dance sequences	Show little understanding using cans, stones, and a large variety of objects in dance sequences	Learners are able to use cans, stones and a large variety of objects in dance sequences	Show an outstanding ability in using cans, stones, and a large variety of objects in dance sequences
Makes and costumes, collages or masks or puppets using natural, waste or found materials.	Learners are unable to make masks, costumes, collages or puppets using natural, waste or found materials.	Show limited ability to make masks, costumes, collages or puppets using natural, waste or found materials.	Learners are able to make masks, costumes, collages or puppets using natural, waste or found materials.	Show an outstanding ability in making masks, costumes, collages or puppets using natural, waste or found materials.
Makes use of hand or costume props, puppets and masks to tell stories and portray characters in a puppet show.	Learners are unable to makes use of hand or costume props, puppets and masks to tell stories and portray characters in a puppet show.	Show little understanding in making use of hand or costume props, puppets and masks to tell stories and portray characters in a puppet show.	Learners are able make use of hand or costume props, puppets and masks to tell stories and portray characters in a puppet show.	Show an outstanding ability in making use of hand or costume props, puppets and masks to tell stories and portray characters in a puppet show.

Grade: 4

Term: 1

Lesson Plan: 3

Phase: Intermediate

GRADE: 4	DATE:	DURATION: 120 Min	CONTENT IN CONTEXT: Musical instruments in the environment	
LO s and ASs	Learning Activities		Details of Assessment Methods and Tools	
<p><b>LO: 2 REFLECTING (Cluster 2)</b>  <b>MUSIC</b>  <b>AS:</b> Listens to and identifies musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high – low)</p>	<p><b>ACTIVITY 1</b>  The learners brainstorm about the musical instruments they know. The teacher writes the names on the board, learners mention how sounds are produced in those instruments and describe how each instrument looks like. Learners are provided with different text books, magazines, charts, posters newspapers and are to identify different types of musical instruments that are not on the board.</p> <p><b>ACTIVITY 2 (Identification of musical instruments)</b>  The teacher brings some available musical instruments like melodica, shakers, drum, recorders to the class and name, plays the instruments for the learners.</p> <ol style="list-style-type: none"> <li>Learners are divided into groups and allocate instruments to each group.</li> <li>Learners are asked to identify and name the musical instruments.</li> <li>They play the musical instruments to produce sounds</li> <li>Learners to explain how sound are produced from each instrument e.g. shaking, scratching, blowing etc.</li> <li>The teacher asks whether the sound is high or low to identify the pitch</li> <li>The learners identify the quality of sound (timbre) of each instrument, if it is heavy or light.</li> </ol> <p><b>Activity 4</b>  Learner Teacher assessment  The teacher brings pre-recorded sounds of different musical instruments and learners listen and identify musical instruments</p>		<p><b>FORMS</b>  Performances  Oral - Discussions  Aural – Listening</p> <p><b>METHODS</b>  Group  Teacher</p> <p><b>TOOLS</b>  Checklist  Observation Sheet  Rubric  Worksheet</p>	<p>Visually impaired learners will be accommodated by being given instruments so that they can feel the shapes</p>
<p><b>SKILLS:</b> Listening, Identifying, producing, naming</p>				
<p><b>KNOWLEDGE:</b> Names of musical instruments, appearance and sound produced.</p>				
<p><b>VALUES:</b> Appreciation, Tolerance</p>				
<p><b>RESOURCES:</b> Music instruments e.g. shakers, rattles, drums, flute, guitar, melodica, Whistle, vuvuzela, piano.</p>				
<p><b>EXPANDED OPPORTUNITIES:</b> Play a musical DVD that will reflect various music instruments in action./ Bring pictures with musical instruments/Take learners to a musical concert</p>				
<p><b>Teacher Reflection:</b></p>				

Grade: 4

Term: 1

Lesson Plan: 3 Analytic Rubric

Phase: Intermediate

CRITERIA	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
Listens to and name musical instruments.	Learners show an excellent ability to listen and name musical instruments.	Learners are able to listen and name musical instruments.	Learners show a little understanding in listening and naming musical instruments.	Learners are unable to listen and name musical instruments.
Listens to and identifies musical instruments in terms of appearance	Learners show an excellent ability to listen and identify musical instruments in terms of appearance	Learners are able to listen and identify musical instruments in terms of appearance	Learners show little understanding in listening and identifying musical instruments in terms of appearance.	Learners are unable to listens and identify musical instruments in terms of appearance
Listens to and identify musical instruments in terms of how sound is produced.	Learners show an excellent ability to listen and identify musical instruments in terms of how sound is produced.	Learners are able to listen and identify musical instruments in terms of how sound is produced.	Learners show little understanding in listening and identifying musical instruments in terms of how sound is produced.	Learners are unable to listen and identify musical instruments in terms of how sound is produced.
Listens to and identify musical instruments in terms of timbre	Learners show an excellent ability to listens and identify musical instruments in terms of timbre	Learners are able to listen and identify musical instruments in terms of timbre	Learners show little understanding in listening and identifying musical instruments in terms of timbre	Learners are unable to listen and identify musical instruments in terms of timbre
Listen to and identify musical instruments in terms of pitch.	Learners show an excellent ability to listen and identify musical instruments in terms of pitch.	Learners are able to listen and identify musical instruments in terms of pitch.	Learners show little understanding in listening and identifying musical instruments in terms of pitch.	Learners are unable to listen and identify musical instruments in terms of pitch.

Grade: 5 Term: 1 Lesson Plan: 1 Phase: Intermediate

GRADE 5	DATE:	DURATION: 120 Mins	Content in Context : Physical and Personal Development (Warm Ups in Dance and Drama)
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b><u>LO 1: INTEGRATION 1 (CLUSTER 1)</u></b></p> <p><b><u>DANCE</u></b>  <b>AS:</b> In preparing the body, follows a warm-up ritual that develops co-ordination and control.</p> <p><b><u>DRAMA</u></b>  <b>AS:</b> Performs simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.  <b>AS:</b> Responds to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises.</p>	<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Learners warm up by gently shaking out their bodies.</li> <li>Avoid jerky movements as they will create tension.</li> <li>Breathe regularly and fully in rhythm with the movements.</li> <li>Stand comfortably with feet apart and lift arms above the head held high.</li> <li>Swing forward and down, arms, head and shoulders, upper back, waist.</li> <li>Release knees until curled.</li> <li>Stand with your feet apart, not too wide. Arms at your sides Stretch arms above the head.</li> <li>Relax down bending the knees; drop the head and hands to the floor.</li> <li>Pause, and then recover unfolding the spine slowly, the head being the last to recover.</li> </ul> <p><b>Activity 2: Resonance Exercises</b></p> <ul style="list-style-type: none"> <li>Learners lie on their backs with their jaws slightly apart and lips closed loosely over the jaws.</li> <li>With throat relaxed and open, make a humming sound, bringing the hum forward on to the lips.</li> <li>Try a series of Moo, Maw, Mah, Mer, Mee repeatedly, making sure that the sound is full and well forward in the mouth.</li> </ul> <p><b>Activity 3: Breathing exercise</b></p> <ul style="list-style-type: none"> <li>The class selects a simple rhyme known by everyone.</li> <li>Learners run on the spot and recite the rhyme over again in loud, clear voices.</li> <li>Learners will become breathless and will be forced to breathe deeply to fill up their lungs to continue the exercise.</li> </ul> <p><b>Activity 4: Verbal Dynamic</b></p> <ul style="list-style-type: none"> <li>Learners move at different levels – (low, middle and high).</li> <li>Learners decide on a sound to accompany their movements.</li> <li>Learners move around creatively and are encouraged to combine their sounds and movements.</li> </ul> <p><b>Activity 6: Drama Games</b></p> <ul style="list-style-type: none"> <li>Learners sit on chairs in a circle.</li> <li>A leader is chosen.</li> <li>Remove the leader's chair from the circle so that the group is short of one chair.</li> <li>The leader moves around, outside the circle, imitating movements of the following (locomotion):</li> </ul>	<p><b>FORM</b>  - Performance</p> <p><b>METHODS</b>  Teacher  Group  Peer</p> <p><b>TOOLS</b>  Checklist  Rubric/Rating scale  Observation Sheet</p>	<p>Learners with physical challenges to be assisted</p>

GRADE 5	DATE:	DURATION: 120 Mins	Content in Context : Physical and Personal Development (Warm Ups in Dance and Drama)
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p>train, bicycle, swimming, silly walks.</p> <ul style="list-style-type: none"> <li>The leader gently taps a few chosen people on their head and they follow him and copy his form of locomotion.</li> <li>When the leader has six to eight members behind him, the teacher says "Scramble ".</li> <li>Everyone, May not cross the circle or turn around in their quest to find a seat.</li> <li>The learner who is left without a seat is on for the next round and must use a different type of locomotion.</li> </ul> <p><b>Activity 7: People to people</b></p> <ul style="list-style-type: none"> <li>In pairs, learners have to respond to the instructions of the teacher, who will call out: Ears to ears, noses to noses, elbows to elbows etc.</li> <li>The pairs have to ensure that those body parts are touching each other.</li> </ul> <p><b>Activity 8: Dragon's Tail</b></p> <ul style="list-style-type: none"> <li>The learners are divided into two groups.</li> <li>Each group create a dragon with their bodies.</li> <li>The last person is given a bright red piece of material to tuck into his/her clothing.</li> <li>This represents the dragon's tail.</li> <li>The teacher play a recorded music (or live drums) in different tempo and learners move according to music (fast, moderate, slow). This will depict how they respond to the aural stimuli.</li> <li>The groups try to catch the tail of the other dragon without losing their own tail in the process.</li> <li>A slow tempo to a total silence of music will lead learners to a cooling down and relaxation.</li> </ul> <p><b>Activity 9: Consolidation</b></p> <ul style="list-style-type: none"> <li><b>Learners reflect on the experience</b></li> </ul>		
<b>SKILL:</b> Listening, Memorising, Reacting, Improves the quality of communication, warm up the voice and body appropriately before dramatic activities.			
<b>KNOWLEDGE:</b> Different types of movements, Using space, Body Warm ups, Resonance, Breathing Exercises, Relaxation Techniques			
<b>VALUES:</b> enjoyment, sharing, appreciation			
<b>Resources:</b> Floor Space, Chairs			
<b>EXPANDED OPPORTUNITIES:</b> Learners develop their own warm-ups. The teacher repeats the activity with a different story.			
<b>Teacher Reflection:</b>			



**Rubric for assessing different stages in drama and dance warm-ups**

LO 1 CREATING INTERPRETING AND PRESENTING	EXCELLENT ACHIEVEMENT 4	SATISFACTORY ACHIEVEMENT 3	PARTIAL ACHIEVEMENT 2	NOT ACHIEVED 1
AS: Performs simple teacher directed relaxation Breathing and resonance exercises when warming up and cooling down	Performs simple teacher directed relaxation Breathing and resonance exercises when warming up and cooling down with great skill	Performs simple teacher directed relaxation Breathing and resonance exercises when warming up and cooling down	Needs encouragement to perform simple teacher directed relaxation, co-ordination, control, breathing and resonance exercises when warming up and cooling down	Cannot perform simple teacher directed relaxation, co-ordination, control, breathing and resonance exercises when warming up and cooling down
AS: Responds to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises	Responds to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises with confidence	Responds to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises	Needs prompting to respond to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises	Does not respond well to aural, oral, visual, tactile and kinaesthetic stimuli in dramatic games and exercises

<p><b>GRADE 5</b></p>	<p><b>DATE:</b></p>	<p><b>DURATION:</b> 120 Mins</p>	<p><b>Content in Context :</b> Personal and Social Development</p>
<p><b>LOS AND ASS</b></p>	<p><b>LEARNING ACTIVITIES</b></p>	<p><b>DETAILS OF ASSESSMENT</b></p>	<p><b>BARRIERS TO LEARNING</b></p>
<p><b><u>LO 2: INTEGRATION 1 (CLUSTER 4)</u></b> <b><u>MUSIC</u></b> <b>AS:</b> Recognises and describes the different timbres of voices in choral music.  <b>AS:</b> Listens to a variety of selected songs and identifies the genre (e.g. Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), and offers opinion on the style.</p>	<p><b>ACTIVITY 1:</b></p> <ul style="list-style-type: none"> <li>▪ Learners sing any song they all know from any Genre e.g. Gospel, Choral.</li> <li>▪ The teacher divides the class into two groups.</li> <li>▪ One group sings and the other listens recognising the different parts/voices in turns.</li> <li>▪ The learners identify soprano, alto, and tenor, bass.</li> <li>▪ The teacher then introduces the music element <b>TIMBRE(the quality of voice)</b></li> </ul> <p><b>ACTIVITY 2:</b></p> <ul style="list-style-type: none"> <li>▪ The teacher plays choral music from the Cassette/ CD player whilst the learners are listening.</li> <li>▪ Teacher asks learners to recognise different timbres.</li> <li>▪ Teacher let learners fill the worksheet below.</li> </ul> <p><b>Responding to music</b></p> <p>1. How many parts do you recognise in this piece of song? .....</p> <p>2. Which part do you find most interesting? .....</p> <p>3. Were you able to identify the beginning and the end? If yes/no how? .....</p> <p>4. Which instruments did you hear? .....</p> <p>5. How often were they used? .....</p> <p>6. What atmosphere/mood was portrayed? .....</p> <p><b>ACTIVITY 3 FAVOURITE ARTISTS.</b></p> <ul style="list-style-type: none"> <li>▪ Learners name their favourite artists (individual singers or bands) and their genre of music.</li> <li>▪ Teacher records the mentioned types of music on the chalkboard for the learners to group the artists according to similar genres</li> </ul>	<p><b>FORM:</b> Discussion Question &amp; Answer</p> <p><b>METHOD:</b> Teacher Observation Group observation</p> <p><b>TOOL:</b> Worksheet</p>	

<b>GRADE 5</b>	<b>DATE:</b>	<b>DURATION:</b> 120 Mins	<b>Content in Context :</b> Personal and Social Development
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
	<p><b>ACTIVITY 4 Musical Genres.</b></p> <ul style="list-style-type: none"> <li>▪ Teacher introduces learners to other genres of music –Blues, Pop, Kwaito, Classical, Free-Kiba, Kwasa etc.(Refer <b>Teachers Resource Annexure A</b>)</li> <li>▪ Similarities and differences between the various genres are discussed.</li> </ul> <p><b>ACTIVITY 5: ASSESSMENT- WORKSHEET/ TEST</b></p>		
<b>SKILL:</b> Identifying analysing genres of music, critical listening, auditory sequencing, recognising different vocal timbres in choral music			
<b>KNOWLEDGE:</b> The concept of timbre (soprano, alto, tenor, bass), characteristics of various musical genres.			
<b>VALUES:</b> enjoyment, sharing, appreciation			
<b>Resources:</b> Tape Recorders, VCR, Cassette Tapes, TV Media, MP3s, DVDs ,Worksheets			
<b>EXPANDED OPPORTUNITIES:</b> Learners research a music style and write a paragraph on it, naming an artist form the genre.			
<b>TEACHER REFLECTION:</b>			

Grade: 5

Term: 1

Lesson Plan: 2 Assessment tool: Worksheet/Test

Phase: Intermediate

**ACTIVITY 1**

Answer the following questions.

- (a) Name 3 favourite artists. (3)
- (b) What kind (genre) of music do they play/sing? (3)
- (c) Pop music is ..... (2)
- (d) Kwaito ..... (2)
- (e) Kwassa-Kwassa is..... (2)

**ACTIVITY 2**

Listening to the played music, learners respond to the following questions.

- a. Mention Timbres you recognised in the piece of music (2)
- b. What instruments did you hear? (2)
- c. What atmosphere/mood was portrayed in this music (2?)
- d. In which Timbre do you sing? (2)

[20]

**Possible answers:**

**ACTIVITY 1**

- a. Depends on the learners' choice.
- b. e.g. Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous )
- c. Pop is short for popular music/most people play or listens for entertainment/ a catchy melody and a strong rhythm/popular with young people.
- d. Kwaito is a South African style of music/Mixture of all the types of music the youth grew up with /uses repetitive, short lyrical verses with Rap vocal technique, poetry and choral chance/lyrics are usually in a local African language with some English lines.
- e. Kwassa-Kwassa is popular west African song and dance music /shake your body style of music was popular in 1980s in Zaire (DRC) /

**ACTIVITY 2**

- a. Soprano, Alto, Tenor, Bass (Mark any 2)
- b. (Will depend on that type of music played)
- c. (Will depend on the music listened to)
- d. (Will depend on the learner)

## **ANNEXURE A TEACHERS' RESOURCE**

### **STYLES OF MUSIC IN AFRICA**

- **Pop** is short for popular music/most people play or listens for entertainment/a catchy melody and a strong rhythm/popular with young people.
- **Kuwaiti** is a South African style of music/Mixture of all the types of music the youth grew up with /uses repetitive, short lyrical verses with Rap vocal technique, poetry and choral chance/lyrics are usually in a local African language with some English lines.
- **Kwassa-Kwassa** is popular west African song and dance music /shake your body style of music was popular in 1980s in Zaire (DRC) /
- **Soukous** is a Zairian dance style of music. It became popular in 1980s in London and Paris. It is a joyous flowing, fast and rhythmic tune like in Latin dance rhythm, but with an African feel.
- **Techno** is also called **House music** /it comprises of repetitive drum beats/it is popular among the youth.

Grade: 5

Term: 1

Lesson Plan: 3

Phase: Intermediate

GRADE 5	DATE:	DURATION: 120 Mins	Content in Context : Cultural diversity in drama
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 2: (CLUSTER 2)</b></p> <p><b>DRAMA</b>  <b>AS:</b> Reflect on drama (television, radio, community or classroom) in terms of:</p> <ul style="list-style-type: none"> <li>Recognizing key moments in a drama;</li> <li>Identifying themes, ideas and moods;</li> <li>Explaining why particular techniques were used;</li> <li>Being sensitive to the social and cultural contexts.</li> </ul>	<p><b>Activity 1.</b></p> <ul style="list-style-type: none"> <li>Learners stand in a circle and the teacher in the centre.</li> <li>Teacher whispers different animal names repeatedly to different learners-e.g dog, cow, cat, monkey, giraffe, etc</li> <li>Teacher asks the learners to move around the classroom imitating the animal they represent through walking and making sound.</li> <li>They are asked to identify their families without talking.</li> <li>After some few minutes the teacher asks learners to freeze in their group.</li> <li>Teacher introduces learners to a few dramatic techniques such as a freeze, slow motion and fast forward.</li> <li>Teacher asks learners to repeat the activity using slow motion, fast forward and then freezing.</li> </ul> <p><b>ACTIVITY 2. COMIC STRIPS</b></p> <ul style="list-style-type: none"> <li>The teacher introduces comic strips by hanging them against the wall and learners discuss what the pictures are all about.</li> <li>In their groups they make up simple stories using pictures without making sounds.</li> <li>Learners can use whatever is available in the classroom to make their scenes appealing.</li> <li>Allow time to prepare and present the scenes for the class.</li> </ul> <p><b>ACTIVITY 4.</b></p> <ul style="list-style-type: none"> <li>Radio as a medium of communication that is available to most South Africans, will be used.</li> <li>Learners are asked about any radio drama they have listened to.</li> <li>The teacher asks learners about dramatic elements utilised in that radio drama e.g. mood – (how sound effects are used to create a particular atmosphere or mood.), language (the manner in which words are said, the choice of words, voice- sounds and silences</li> <li>The plays pre-recorded radio drama and then a film on television and learners compare and contrast the differences in their application of dramatic techniques</li> <li>The consolidates by providing more information on dramatic elements</li> </ul>	<p><b>FORM:</b> Discussion</p> <p><b>METHOD:</b> Teacher Group</p> <p><b>TOOL:</b> Checklist Rubric</p>	Learners with physical challenges to be assisted
<b>SKILL:</b> Observation skills, listening skills ,Improvisation, work in group situation, communication			
<b>KNOWLEDGE:</b> Drama techniques, freeze, tableaux, slow motion, fast forward			
<b>VALUES:</b> Enjoyment, sharing, appreciation			
<b>RESOURCES:</b> Tape Recorders, VCR, Cassette Tapes, TV Media, MP3s, DVDs ,Pictures, comic strips			
<b>EXPANDED OPPORTUNITIES:</b>			
<b>TEACHER REFLECTION:</b>			

<b>GRADE 5</b>	<b>DATE:</b>	<b>DURATION:</b> 120 Mins	<b>Content in Context :</b> Cultural diversity in drama
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>

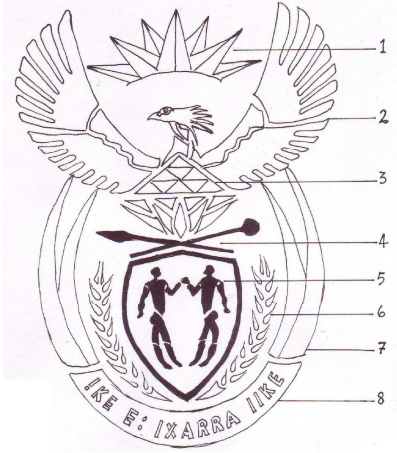
**GROUP ASSESSMENT CHECKLIST ACTIVITY 3**

<b>CRITERIA</b>	<b>YES</b>	<b>NO</b>	<b>COMMENTS</b>
1.Were the learners discuss the types of drama in the community			
2.Were they discuss the advertisement they have been listening			
3.Were the learners experiment with voice techniques			
4.Were they able to create an advertisement for 2010 World Cup			
5.Did you record your advertisement either pen & paper /Tape Recorder			

Grade: 5 Term: 1 Lesson Plan: 4 Phase: Intermediate

GRADE 5	DATE:	DURATION: 120 Mins	Content in Context : Cultural and Environmental Issues in the Arts Elements
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b><u>LO 4: (CLUSTER 4)</u></b>  <b><u>VISUAL ARTS</u></b>  <b>AS:</b> Shows and explains the use of colour, pattern, design, signs and symbols in own home, in various cultures, and in the built environment.</p>	<p><b><u>Activity 1.</u></b></p> <ul style="list-style-type: none"> <li>• Teacher asks learners to mention any signs, colours, and patterns they know.</li> <li>• The teacher asks the learners to state which of the above are found in their own homes. E.g. decorations on house floors, walls, clothing, woodwork, upholstery, beadwork etc.</li> <li>• The learners are asked in groups to group their responses according to colour, pattern, design, signs and symbols.</li> <li>• The teacher then talks to each grouping and gives more information</li> </ul> <p><b><u>Activity 2.</u></b></p> <ul style="list-style-type: none"> <li>• The class brainstorm about the diverse cultures in South Africa.</li> <li>• Learners are grouped according to the identified cultural groups.</li> <li>• The teacher provides magazines, newspapers posters and additional information about the diverse cultures in South.</li> <li>• Each Group cuts and paste on a chart colours, patterns, designs and symbols relevant to the cultural group allocated to them.</li> <li>• Next to each of the symbols colour etc. must be accompanied by short written explanation.</li> <li>• Completed charts must be hanged against the wall</li> <li>• In a gallery walk groups move around visiting charts. The Spokesperson of each group must explain the chart to the visiting groups.</li> <li>• The teacher consolidates lifting up some important information that may have been omitted by groups</li> </ul> <p><b><u>Activity 3</u></b></p> <ul style="list-style-type: none"> <li>• The teacher selects one of the national symbols, South African crest.</li> <li>• <b>The teacher and class examine the South African crest and analyse the meaning.</b></li> </ul> <p>What symbols can you see?            What do the symbols represent?            Is the colour significant?            What writing can you see on the crest? (motto)            Can you read it?            What does it mean?</p>	<p><b>FORM:</b>  <b>Performance</b>            Art processes &amp; art products(Mural)            Assignment            Test</p> <p><b>METHOD:</b>            Teacher            Self            Group</p> <p><b>TOOL:</b>            Rubric            Memo</p>	<p>Learners with physical challenges to be assisted</p>



GRADE 5	DATE:	DURATION: 120 Mins	Content in Context : Cultural and Environmental Issues in the Arts Elements
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	 <p><b>National Coat of Arms</b> The basic shape is oval or egg-like</p> <p><b>Symbolism</b></p> <ol style="list-style-type: none"> <li>1. The rising sun: The promise of re-birth</li> <li>2. The secretary bird: Protection of the nation</li> <li>3. The protea: Triangular petals represent the crafts of Africa</li> <li>4. Spear and knobkierie: Lying down position symbolises peace</li> <li>5. Khoisan rock art figures: Greeting symbolising unity</li> <li>6. Ears of wheat: Nourishment of the people</li> <li>7. Elephant tusks: Wisdom and strength</li> <li>8. The Motto: Diverse people unite</li> </ol> <p><b>ACTIVITY 4 TEST(Refer to activity 3)</b></p> <ul style="list-style-type: none"> <li>• Let learners label the Coat of Arms (8)</li> <li>• Describe the symbols. (8)</li> <li>• Colour in the Crest according to relevant colours.(4)</li> </ul> <p><b>MEMORANDUM (Refer to activity 2)</b></p>		
<b>SKILL:</b> communicating, drawing, designing ,analysing, interpreting, assembling, selecting, grouping			
<b>KNOWLEDGE:</b> coats of arms, signs and symbols, symbolic colours,			
<b>VALUES:</b> enjoyment, sharing, appreciation, consideration, enthusiasm, flexibility			
<b>Resources:</b> Pencils, Coloured Pencils, Crayons, Papers, Colour wheel, Road signs, pictures, diagrams			
<b>EXPANDED OPPORTUNITIES:</b> Learners research Ndebele wall art, Avid Muller, Adam Paris,(Fashion designers)etc			
<b>TEACHER REFLECTION:</b>			

GRADE 5	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT : Personal and Economic Development
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 3: (CLUSTER 4)</b>  <b>VISUAL ARTS</b>  <b>AS:</b> Selects a project, plans it in a group and takes the necessary action.  <b>COMPOSITE</b>  <b>AS:</b> Shows spontaneity and a creative attitude in art activities.</p>	<p><b>Introduction</b>  Learners plan a project to celebrate Human Rights week to be held at school.</p> <p><b>Activity 1: Teacher leads a class discussion and writes the suggestions on the board:</b></p> <ul style="list-style-type: none"> <li>• What art products will we be exhibiting?</li> <li>• Will we incorporate all four art disciplines?</li> <li>• Who will be invited in the occasion?</li> <li>• What other activities will we include in our programme from other learning areas</li> <li>• Venue, Date and time</li> <li>• Fundraising</li> </ul> <p><b>Activity 2 Research on Children’s Rights.</b></p> <ul style="list-style-type: none"> <li>• Teacher asks learners to visit the school, town or city library for information.</li> <li>• Ask people from the community e.g. neighbours, church, grandparents etc about Children’s Day.</li> <li>• Learners report on their findings and the teacher consolidates.</li> </ul> <p><b>Activity 3</b></p> <ul style="list-style-type: none"> <li>• Learners brainstorm ideas of what they can make or produce to visually promote the Human Rights Week.</li> <li>• Teacher divides learners into 5 groups and assign to each Music, Drama, Poetry, Dance and Story Telling</li> <li>• Teacher explains the roles of each group.</li> <li>• The teacher gives learners a few clues to get ideas flowing.</li> <li>• They could make a three dimensional model, design posters, pictures, brochure, mobile, audio visual presentations, overhead projections, souvenirs, bags, T-shirts etc.</li> </ul> <p>The teacher gives learners a few clues to get the ideas flowing. They could make a three dimensional model, design posters, pictures, brochures, mobiles, audio visual presentations, overhead projections, souvenirs, bags, T-shirts etc.</p> <p><b>Activity 2: Class is divided into groups</b>  Teacher guides the process and supervises as learners plan and divide duties  As a class they decide on what each group is going to make</p> <p>Each group works on a product for the exhibition:</p> <ul style="list-style-type: none"> <li>• Planning: Who does what?</li> <li>• Designing: Writing down and sketching your ideas</li> </ul>	<p><b>FORM:</b>  Performance</p> <p><b>METHOD:</b>  Teacher</p> <p><b>TOOL:</b>  Rubric  Rating Scale</p>	<p>Learners with physical challenges to be assisted</p>

<b>GRADE 5</b>	<b>DATE:</b>	<b>DURATION:</b> 120 Mins	<b>CONTENT IN CONTEXT :</b> Personal and Economic Development
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
	<ul style="list-style-type: none"> <li>Construction: Making your two or three dimensional products</li> </ul> <p><b>Activity 3: Exhibition</b> As a class, finalise the design and make a display stand</p> <p><b>Presentation</b> Present the products you have made</p>		
<b>SKILL:</b> motor skills, design			
<b>KNOWLEDGE:</b> organic shapes			
<b>VALUES:</b> enjoyment, sharing, appreciation			
<b>RESOURCES:</b> pencils, crayons, scissors, craft knives, corrugated cardboard, etc			
<b>EXPANDED OPPORTUNITIES:</b> Learners can participate in local organised Art exhibitions (like Eistedford, Bathurst Show etc).			
<b>TEACHER REFLECTION:</b>			

(Lesson 5) Assessment tool

**Assessment Tool: Rubric**  
(LO 3) INSET Book p. 65

**Assessment tool (LO 1): Rating Scale**

<b>Criteria</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
Use of materials				
Design includes natural and / or geometric shapes				
Share materials				
Final product is neat and functional				

Grade: 6

Term: 1

Lesson Plan: 1

Phase: Intermediate

GRADE6	DATE:	DURATION: 120 Mins	CONTENT IN CONTEXT: Physical and personal development: warm up exercises in Dance and Drama
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 1:CREATING, INTERPRETING AND PRESENTING. (CLUSTER I)</b></p> <p><b>DANCE</b> AS: In preparing the body, demonstrate increasing skills and understanding of warming up, including</p> <ul style="list-style-type: none"> <li>The development of spinal flexibility and strength;</li> <li>The controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> </ul> <p><b>DRAMA</b> AS: Performs a simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.</p>	<p><b>ACTIVITY 1</b> <b>STEP 1</b> The teacher asks learners to walk around the class without bumping to each other. They can walk faster and slowly including stop or freeze. Learners stand in a circle, shake fingers, hands, hips, feet to loosen the joints. They also shake their bodies, nod heads smoothly and swing arms forward and backwards.</p> <p><b>STEP 2</b> The teacher teaches learners a song that will help them bend knees and the spine (head and shoulders knees and toes e.g. "Toe, knee chestnut, nose I love him" Learners touch the parts of the body while singing these songs</p> <p><b>ACTIVITY 2</b> <b>STEP 1 BLOWING UP A BALLOON</b> The learners find their own space. They imagine that they are blowing up a big balloon. They should stand upright and take the biggest breath possible before they start blowing up their balloon. They continue until the balloon is fully blown. <b>STEP 2 RELEASING SOUND</b> Learners jump around the room letting themselves become floppy and loose. As they do so, the teacher asks them to release whatever sound. The sound will be a variation of 'huh, huh, huh. Encourage learners to see how the sound change as they change the ways they are jumping. Let them increase and decrease volume. <b>STEP 3 PROJECTING SOUND</b> Learners repeat the sentence e.g. "Hello, why don't you come over here?" in different ways. For example: -as if they are talking to a friend sitting across the aisle from them -as if their friend is outside the classroom at the window -as if they are calling their friend at the other end of the playground. <b>STEP 4</b> The learners walk around the class slowly breathing in and out doing cooling down exercises.</p>	<p><b>FORM</b> Practical demonstration Performance</p> <p><b>METHOD</b> Teacher Peer Group</p> <p><b>TOOL</b> Checklist Observation Sheet</p>	<p>In the case of lack of space learners are taken outside. Physically challenged learners are given alternative roles like clapping, singing and playing musical instruments to keep rhythm</p>
<b>SKILLS:</b> Bending , jumping, articulation, breathing, safe landing			
<b>KNOWLEDGE</b> – Gained knowledge on warming up and cooling down exercises			
<b>VALUES:</b> Enjoyment, sharing, appreciation.			
<b>Resources:</b> Pencils, pens, exercise books, tape recorders and cassettes, used materials			
<b>EXPANDED OPPORTUNITIES:</b> Learners are encouraged to watch warm up exercises in the T. V. They can participate in sport activities.			
<b>Teacher Reflection:</b>			

<b>GRADE6</b>	<b>DATE:</b>	<b>DURATION:</b> 120 Mins	<b>CONTENT IN CONTEXT:</b> Physical and personal development: warm up exercises in Dance and Drama
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>

**GRADE 6 CHECKLISTS FOR LESSON 1**

	YES OR NO	COMMENTS
1. Did the learners listen to the instructions?		
2. Were they able to do all the exercises?		
3. Were they able to sing all the songs?		
4. Were they able to do the voice exercises?		
5. Were they able to say the same sentences in different ways?		

Grade: 6

Term: 1

Lesson Plan: 2

Phase: Intermediate

<b>GRADE: 6</b>	<b>DATE:</b>	<b>DURATION:</b> 180 Min	<b>CONTENT IN CONTEXT:</b> Personal development- Creative processes in dance
<b>LO's and ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS OF LEARNING</b>
<b>LO 3: CLUSTER 1</b> <b>DANCE</b> <b>AS:</b> Works co-operatively with partners, improvising and composing dance sequences. <b>AS:</b> Shares opinion with other learners about dances from various cultures in a supportive and constructive way.	<b>ACTIVITY 1</b> The learners brainstorm about types of dances they know They identify from which cultures these dances come, and also categorise them.  <b>ACTIVITY 2</b> <ul style="list-style-type: none"> <li>Learners do warm-up. Working in pairs they move around their partners who must be still, they take turns in doing that.</li> <li>Learners move around each other in different ways e.g. zigzag, sideways, forward and backward etc.</li> </ul> <b>ACTIVITY 4</b> The teacher gives learners an instruction ; <ul style="list-style-type: none"> <li>The learners must come up with their own music that they will use in their</li> </ul>	<b>FORMS</b> Practical demonstration Performance Worksheet  <b>METHODS</b> Teacher Peer Group	Physical challenged will do non-loco motor movements like clapping and clicking and they also sing for the dancers.

<b>GRADE: 6</b>	<b>DATE:</b>	<b>DURATION:</b> 180 Min	<b>CONTENT IN CONTEXT:</b> Personal development- Creative processes in dance
<b>LO's and ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS OF LEARNING</b>
	<p>dances.</p> <ul style="list-style-type: none"> <li>• They must also come up with props and costumes that they will use in their dances.</li> <li>• In an open space practise some of the above dance movements with a partner or in groups</li> </ul> <p><b>ACTIVITY 5</b> Learners perform their dances in the classroom.</p>	<p><u>TOOL</u></p> <p>Observation sheet Rubric</p>	
<b>SKILLS:</b> Improvisation, Composition, Differentiation,			
<b>KNOWLEDGE:</b> Dances form different cultures,			
<b>VALUES:</b> Sharing, appreciation, respect, co-operation			
<b>RESOURCES:</b> Pencils, pens, exercise books, pictures/ photographs, space			
<b>EXPANDED OPPORTUNITIES:</b> Learners are encouraged to attend cultural events in their communities. Learners are also encouraged to watch dance performances from other culture. They are also encouraged to attend arts festivals where dances from different cultures are performed.			
<b>TEACHER REFLECTION:</b>			

**OBSERVATION SHEET FOR GRADE 6 LESSON 2 TERM 1**

	Yes Or No	COMMENTS
1 Did the learners share opinions with others about dances from various cultures?		
2 Were they able to categorise dances according to various cultures?		
3 Were they able to do warm-ups effectively?		
4 Were they able imitate dance sequences from different cultures?		
5 Were they able to work co-operatively with partners?		
6 Were they able to make their own costumes for performance?		
7 Were they able to come up with relevant music for their dances?		
8 Were they able to make use of props?		
9 Did they work in a supportive and constructive way?		
10 Was the performance of the expected standard?		

Grade: 6                      Term: 1                      Lesson Plan: 3                      Phase: Intermediate

<b>GRADE 6</b>	<b>DATE:</b>	<b>DURATION:240 min</b>	<b>CONTENT IN CONTEXT:</b> Personal and Cultural Development:Ceative processes incorporating the art forms(Visual Art,Dance,Drama and Music)
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
<p><b><u>LO 2 REFLECTING (CLUSTER 5) COMPOSITE</u></b>  <b>AS:</b> Explores and discusses own concept of culture.</p>	<p><b><u>ACTIVITY 1</u></b>                      The learners brainstorm and discuss the meaning of the word 'culture' with the help of the teacher. The teacher asks them guiding questions such as;</p> <ul style="list-style-type: none"> <li>• What do you understand about the term "culture"? (how people do things in that particular are norms, beliefs, traditions and values)</li> <li>• What determines the culture of a particular area? (food, clothes/attire, buildings, transport, ceremonies, rituals or activities that are performed by people in that area)</li> </ul> <p><b><u>ACTIVITY 2</u></b>                      The teacher asks the learners to sit in groups and discuss the following questions</p> <ul style="list-style-type: none"> <li>• What culture do you belong to?</li> <li>• How many different cultures are there in your group?</li> <li>• Name other cultural groups you know</li> </ul> The learners present their discussion to the class with the help of the teacher where necessary. <p><b><u>ACTIVITY 3</u></b>                      In their groups the learners are given one culture to find out as much as they can about the following:</p>	<p><b><u>FORMS</u></b>                      Oral Presentation                      Performance                      Research                      Test</p> <p><b><u>METHODS</u></b>                      Teacher                      Group</p> <p><b><u>TOOLS</u></b>                      Rubric                      Memo                      Observation Sheet</p>	Learners are encouraged to help each other in their groups. Remedial class is encouraged for slow learners.

<b>GRADE 6</b>	<b>DATE:</b>	<b>DURATION:240 min</b>	<b>CONTENT IN CONTEXT:</b> Personal and Cultural Development:Creative processes incorporating the art forms(Visual Art,Dance,Drama and Music)
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
	<ul style="list-style-type: none"> <li>• Cultural dress</li> <li>• Cultural traditions</li> <li>• Cultural beliefs</li> <li>• Cultural food</li> <li>• Cultural dance and music.</li> </ul> <p>The learners present their findings to the rest of the class.</p> <p><b>ACTIVITY 4</b> The teacher asks learners to come up with a particular ceremony that will portray the culture that they have chosen in their groups. Learners may bring food, dresses, props and include dance as well as music in their ceremony.</p> <p><b>ACTIVITY 5</b> The learners will practise and rehearse their ceremony in preparation for presentation.</p> <p><b>ACTIVITY 6</b> The learners present their ceremonies in the class for all learners to be exposed in different cultures in a form of performance.</p>		
<b>SKILLS:</b> Exploring, investigating, presenting, discussing.			
<b>KNOWLEDGE:</b> Concept of culture, different cultures, different ceremonies.			
<b>VALUES:</b> Respect, enjoyment, sharing, co-operation			
<b>RESOURCES:</b> Pens, books, CD's DVD's, Oxford Successful Arts and Culture Grade 6.			
<b>EXPANDED OPPORTUNITY:</b> Learners are encouraged to attend cultural ceremonies in their communities.			
<b>Teacher Reflection:</b>			



**TERM 1 GRADE 6 LESSON 3 OBSERVATION SHEET**

	<b>YES/NO</b>	<b>COMMENTS</b>
Did the learners understand the meaning of the word culture?		
Were they able to identify what determines culture?		
Were they able to identify different cultures?		
Were they able to come up with information about cultural dresses, traditions, beliefs, food, dance and music?		
Were they able to come up with a ceremony based on the culture they have chosen?		
Were they able to do oral presentation about their findings?		

Grade: 6 Term: 1 Lesson Plan: 4 Phase: Intermediate

GRADE:6	DATE:	DURATION:180min	<b>CONTENT IN CONTEXT:</b> <b>Cultural diversity in Music</b> <ul style="list-style-type: none"> <li>• Xhosa</li> <li>• Sotho</li> <li>• Pedi</li> <li>• Zulu</li> <li>• Afrikaner etc</li> </ul>
LO'S & AS'S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b><u>LO3 PARTICIPATING AND COLLABORATING (CLUSTER 3)</u></b>  <b><u>MUSIC</u></b>  <b>AS:</b> Sing and/or plays in a group-canons, rounds and two-part songs from at least three cultural traditions.  <b><u>INTEGRATION WITHIN</u></b>  <b><u>LO2 REFLECTING MUSIC</u></b>  <b>AS:</b> Listens to and discusses the use of repetitions as an organising principle in African music.  <b><u>ACROSS</u></b>  <b><u>LIFE ORIENTATION</u></b>  <b><u>LO 4:PHYSICAL DEVELOPMENT AND MOVEMENT</u></b>  <b>AS:</b> Performs rhythmic patterns of movement with co-ordination and control.</p>	<p><b><u>ACTIVITY 1 (WARM –UP)</u></b>  The teacher tells learners to form a circle. The teacher stands inside the circle and instructs learners to be still. They should be absolutely silent. He instructs them to hum quietly and gradually increase the volume (indicate this also by hand signal). Learners are told to go through various dynamics i.e. loud, very loud, soft, very soft etc. The teacher tells the learners to sing a sound ahh, eeh, ihh, ohh, uhh etc. They must sustain each sound for at least four to eight crotchet beats in a bar to develop breath control. Apply various dynamics as in the previous humming sound.</p> <p><b><u>ACTIVITY 2</u></b>  The teacher introduces songs from different cultures to learners and they sing with the teacher until they can sing alone. Songs like: (Toe knee chest nut, nose eye love him, toe knee nose, toe knee nose, that's what toe knee nose), (Umzi watsha umzi watsha khangela phaya khangela phaya umlilo umlilo galela manzi galela manzi),(vader ja kop)</p> <p><b><u>ACTIVITY 3</u></b>  The teacher will divide the learners into groups of three and introduces to the learners how a canon is sung by letting one group to start, the second group to follow and the third group to follow. The learners must make sure that they keep their parts not to be disturbed by other groups. The teacher will conduct all the groups so as to end smoothly in different times.</p> <p><b><u>ACTIVITY 4</u></b>  Learners are asked to find out about canons, rounds or two part songs from at least three cultural traditions of South Africa. They present their findings in the class .The teacher divides the learners into groups, each group will be given a song from different cultures to practise and rehearse for performance.</p> <p><b><u>ACTIVITY 5</u></b>  The learners will perform their songs singing in canons. They will choose one learner as their conduct in their group that will show when to start, and when to end. They can add musical instruments in their songs.</p>	<p><b><u>FORMS</u></b>  Performance  Research  Practical Demonstration</p> <p><b><u>METHODS</u></b>  Teacher  Group  Peer</p> <p><b><u>TOOLS</u></b>  Rubric  Observation sheet</p>	Remedial class will be done for those learners who can not sing.
<b>SKILLS :</b> Singing ,Researching			
<b>KNOWLEDGE:</b> Canons, two and three part songs from cultural tradition of South Africa			

<b>GRADE:6</b>	<b>DATE:</b>	<b>DURATION:180min</b>	<b>CONTENT IN CONTEXT: Cultural diversity in Music</b> <ul style="list-style-type: none"> <li>• Xhosa</li> <li>• Sotho</li> <li>• Pedi</li> <li>• Zulu</li> <li>• Afrikaner etc</li> </ul>
<b>LO`S &amp; AS`S</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
<b>VALUES:</b> Respect, sharing, co-operation, enjoyment.			
<b>RESOURCES:</b> C D`s ,DVD`s , Oxford Successful Arts and Culture Grade 6,Creative voices handbook skill Building B			
<b>EXPANDED OPPORTUNITY :</b> Learners are encouraged to listen to songs from different cultures and practice Singing them in canons			
<b>Teacher Reflection:</b>			

**TERM I LESSON 4 GRADE 6 RUBRIC**

<b>CRITERIA</b>	<b>LEVEL 1</b>	<b>LEVEL 2</b>	<b>LEVEL 3</b>	<b>LEVEL 4</b>
Sings and/or plays in a group-canons, rounds and two-part songs from at least three cultural traditions.	Learners are unable to sing and/or play in a group-canons, rounds and two-part songs from at least three cultural traditions.	Learners show a little understanding in singing and/or playing in a group-canons, rounds and two-part songs from at least three cultural traditions.	Learners are able to sing and/or play in a group-canons, rounds and two-part songs from at least three cultural traditions.	Learners show outstanding ability in singing and/or playing in a group-canons, rounds and two-part songs from at least three cultural traditions.

Grade: 6

Term: 1

Lesson Plan: 5

Phase: Intermediate

GRADE: 6	DATE:	DURATION: 180 Min	CONTENT IN CONTEXT: Personal Development -Creative processes in Visual Arts using found/natural or bought material -Application of Visual Arts Concepts.
LO `S & AS`S	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 2 REFLECTING (CLUSTER 4) VISUAL ARTS</b>  <b>AS:</b> Identifies the main purposes and design features of artworks in the home, the community and public places in terms of theme, subject and scale.</p>	<p><b>ACTIVITY 1</b>  <b>STEP 1</b>            The teacher brings art works by any South African artist e.g. George Milwa Phemba, Gerald Sekoto etc. These art works must be in a variety of media.</p> <p><b>STEP 2</b>            Using one of the art works the teacher explains the meaning of theme, subject matter and scale.</p> <ul style="list-style-type: none"> <li>• A theme is what the painting or the drawing is all about or a message that the painting carries.</li> <li>• A subject is the topic dealt with in an artwork.</li> <li>• A scale tells us about the size of art.</li> </ul> <p><b>ACTIVITY 2</b>            Using other art works the teacher gives the learners in groups to analyse each of the artworks focusing on purpose and use of design elements (line, colour, texture, tone etc). Ideas can be derived from the title of the work, name of the artist, date of the work, social and historical background of the work. They must also identify the theme, subject matter and scale. Learners present their findings in class.</p> <p><b>ACTIVITY 4</b>            The learners present their findings in the class.</p>	<p><b>FORMS</b></p> <p>Oral presentation            Investigation            Excursion            Worksheet</p> <p><b>METHODS</b></p> <p>Teacher            Group            Peer</p> <p><b>TOOLS</b></p> <p>Checklist            Memo            Rubric</p>	<p>Remedial class will be done for slow learners.</p>
<p><b>SKILLS :</b> Identifying, investigating, analyzing, describing, presenting</p>			
<p><b>KNOWLEDGE:</b> Main purposes of design features of an artwork. Scale, subject, theme.</p>			
<p><b>VALUES:</b> Sharing, co-operation, respect.</p>			
<p><b>RESOURCES:</b> Posters. Magazines</p>			
<p><b>EXPANDED OPPORTUNITY :</b>Learners are given opportunity of looking for more design features in their environment</p>			

<b>GRADE: 6</b>	<b>DATE:</b>	<b>DURATION: 180 Min</b>	<b>CONTENT IN CONTEXT: Personal Development</b> -Creative processes in Visual Arts using found/natural or bought material -Application of Visual Arts Concepts.
<b>TEACHER RELECTION :</b>			

**TERM 1 LESSON 5 WORKSHEET**

**QUESTIONS**

Define the following terms

1. Scale  
..... (3)
2. Theme  
..... (3)
3. Subject  
..... (3)
4. Mention any three design features you know? (a)..... (b)..... (c).....

**TOTAL [12]**

**MEMO**

1. Scale tells us about the size of an art work (3)
2. Theme is what the drawing or a painting is all about or the message of that art form. (3)
3. Subject is the topic dealt within an art form (3)
4. Design elements/ features:
  - (a) Colour
  - (b) Line
  - (c) Texture
  - (d) Tone (Any three of the above) (3) **TOTAL= [12]**

Grade: 7

Term: 1

Lesson Plan: 1

Phase: Senior

<p><b>GRADE 7</b></p>	<p><b>DATE:</b></p>	<p><b>DURATION:</b> 120 Mins</p>	<p><b>Content in Context :</b> Safe and Healthy Environment- Warm up exercises in Dance and Drama</p>
<p><b>LO s and AS s</b></p>	<p><b>Learning Activities</b></p>	<p><b>Details of assessment methods and tools</b></p>	<p><b>Provisions for learners with barriers to learning</b></p>
<p><b>LO 1: CREATING, INTERPRETING AND PRESENTING</b></p> <p><b>CLUSTER 1</b></p> <p><b>Dance</b></p> <p><b>AS:</b> In preparing the body, applies safe dance practice and healthy use of the body, for example:</p> <ul style="list-style-type: none"> <li>• warming up and cooling down;</li> <li>• good postural and joint alignment;</li> <li>• released/soft use of joints;</li> <li>• safe landing from elevation (jumping);</li> <li>• stretching with safety.</li> </ul> <p><b>Drama</b></p> <p><b>AS:</b> Follows a teacher-directed warm-up routine</p>	<p><b><u>Activity One</u></b></p> <p>Learners start with a simple warm up and cooling down activity. In partners they say and do the following activity words:</p> <ul style="list-style-type: none"> <li>• Rise – fall (repeat 5 times)</li> <li>• Stretch – release (repeat 5 times)</li> <li>• Jump up- down (repeat 5 times and landing safely in each case)</li> </ul> <p><b><u>Activity Two</u></b></p> <p>Learners join hands and not let go</p> <ul style="list-style-type: none"> <li>• Make gentle pushing and pulling movement, stretching with safety using the strength of your arms to support each other.</li> <li>• Use each other’s body weight for balance</li> <li>• Explore different levels while they do the activity</li> <li>• Relax and cool down</li> </ul> <p><b><u>Activity Three</u></b></p> <p>Learners follow teacher-directed activities as follows:</p> <ul style="list-style-type: none"> <li>• <b>Finger to nose activity:</b></li> </ul> <p>Person A points a finger at person B. Person B holds his or her nose close to A’s finger (but not touching). A then moves the finger up, down and around, etc. and B follows the finger, nose first. Both A and B allow their whole body to respond to the movement. A does not have to remain in one place; he/she can move around the room leading B by the nose.</p>	<p><b>Form</b></p> <p>Practical Demonstration Role-Play Spoken Language</p> <p><b><u>Method</u></b></p> <p>Teacher Group Peer</p> <p><b><u>Tool</u></b></p> <p>Rubrics Observation sheet</p>	<p><u>Differently abled learners</u></p> <ul style="list-style-type: none"> <li>• Classroom be accessible</li> <li>• Peer assistance promoted</li> <li>• Sign language utilized</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Apple Dance activity:</b> Using an apple, an orange or tennis ball, try this: Stand facing your partner. Move your heads close together and hold the apple between your foreheads. Keep holding the apple between your foreheads and move round. Once you can do this comfortably, each person can experiment with his/her own movement. Do not drop the apple.</li> <li>• <b>Vocal resonance exercises:</b> While humming a simple tune feel the vibrations in the facial area, using their hands.</li> <li>• <b>Breathing exercise:</b> Hold a piece of paper 20cm from the mouth and breathe in to fill the lungs. As you exhale, keeps the paper moving at a steady rate. Distance of paper can increase as breathing skills develop.</li> </ul>		
<b>Skills:</b> Body Control, Interpretation, Coordination, Balancing, Jumping and landing, Creativity etc.			
<b>Knowledge:</b> Safe dance practice, Dance elements e.g. Glides, Darts etc.			
<b>Values &amp; Attitudes:</b> Appreciation, Enthusiasm, Co-operation			
<b>Resources:</b> Audio-Visual Aids: <ul style="list-style-type: none"> <li>• Tape / Video / Cassette/ DVD/ MP3s Players</li> <li>• Music on tapes /videos/ DVDs</li> <li>• Pictures,</li> </ul> Fruits : (Oranges/ Apples/ Pears etc.) Dance Floor / Space/ Rehearsal Room Costume			
<b>Expanded opportunities:</b> <ul style="list-style-type: none"> <li>• Linkages with national observed events e.g. Freedom/ Heritage Day activities</li> <li>• Field- trips to Art Centres and Arts Festivals</li> </ul>			
<b>Teacher reflection:</b> <i>(For example)</i> <ul style="list-style-type: none"> <li>• Coordination problems on warm up exercises were identified among learners, but improved at a later stage.</li> <li>• Enthusiasm was noted with reference to trust exercises.</li> <li>• Limitation of time was evident</li> </ul>			

**GRADE 7 A HOLISTIC RUBRIC FOR ASSESSMENT**

**Grade 7**

**LO 1: CREATING, INTERPRETING AND PRESENTING**

**Dance**

**AS:** In preparing the body, applies safe dance practice and healthy use of the body, for example:

- warming up and cooling down;
- good postural and joint alignment;
- released/soft use of joints;
- safe landing from elevation (jumping);
- stretching with safety.

**Drama**

**AS:** Follows a teacher-directed warm-up routine

<b>ASSESSMENT STANDARD</b>	<b>LEVEL 7 80-100%</b>	<b>LEVEL 6 70-79</b>	<b>LEVEL 5 60-69</b>	<b>LEVEL 4 50-59</b>	<b>LEVEL 3 40-49</b>	<b>LEVEL 2 30-39</b>	<b>LEVEL 1 0-29</b>
<b>LO 1: CREATING, INTERPRETING AND PRESENTING</b>  <b>Dance</b>  <b>AS:</b> In preparing the body, applies safe dance practice and healthy use of the body	Shows an <b>outstanding</b> ability to <b>flexibly</b> and <b>effectively</b> apply safe dance practice and healthy use of the body	Shows a <b>meritorious/ commendable</b> ability to <b>flexibly</b> and <b>effectively</b> apply safe dance practice and healthy use of the body	Shows a <b>substantial/ considerable</b> ability to <b>flexibly</b> apply safe dance practice and healthy use of the body	Shows <b>adequate/ sufficient</b> ability to apply safe dance practice and healthy use of the body	Shows <b>moderate/ fair</b> ability to apply safe dance practice and healthy use of the body	Shows <b>elementary/ basic</b> ability to apply safe dance practice and healthy use of the body	<b>Unable</b> to demonstrate ability to apply safe dance practice and healthy use of the body



Grade: 7

Term: 1

Lesson Plan: 2

Phase: Senior

GRADE: 7	DATE:	DURATION: 120 Mins	Content in Context: Past and present South African Artists; Heritage and the Arts Information Resources
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO2: REFLECTING CLUSTER 1 COMPOSITE</b>  <b>AS:</b> Finds out about a South African artist of the past or present, from any art form, and reports to the class.</p> <p><b>DANCE</b>  <b>AS:</b> Researches a traditional dance in the community from people, books or videos and presents it to the class.</p> <p><b>VISUAL ARTS</b>  <b>AS:</b> Gathers information from field trips, excursions, interviews or other sources to analyse the contribution of art, craft and design to everyday life and to South Africa's heritage</p>	<p><b>ACTIVITY 1 (Brainstorming)</b>  <b>With the guidance of the teacher</b></p> <ol style="list-style-type: none"> <li>Learners brainstorm different artists of the past or present from different art forms e.g. Miriam Makheba, Lucky Dube, Letta Mbulu, Jonas Gwangwa, Pat Matshikiza, Daphne Hlomuka, Simpiwe Dana, Thandiswa Mazwayi, Mandoza, George Pemba, Gladys Mgudlandlu, Gerrard Sekoto, Dan Rakgoathe, John Kani, Winston Ntshona, etc.</li> <li>With the teacher's guidance the learners categorise the artists according to their arts disciplines.</li> <li>They arrange them according to the past and present periods</li> <li>They talk about the origins, time, inspirations and influences and the market.</li> </ol> <p><b>ACTIVITY 2 (Classroom Research)</b></p> <ol style="list-style-type: none"> <li>Learners are divided into groups of four and each group is allocated an art form i.e. Dance, Drama Music and Visual Arts</li> <li>The teacher supplies the learners with a variety of resource material like: magazines with artists, Resource books for Pemba, and News Paper cuttings with artists, audio tapes, and DVD's e.tc.</li> <li>The group has to chose one artist that they like most, and write down the information about this artist under the following topics</li> </ol> <ul style="list-style-type: none"> <li>Name of an artist</li> <li>Place of origin</li> <li>The type of music/ visual art /drama/dance the artist is involved in</li> <li>The period (era)</li> <li>Artistic training</li> <li>Exhibition of artist work/performance</li> <li>The success stories of the artist(high lights)</li> <li>Challenges in the field( Low lights)</li> </ul>	<p><b>FORM</b>  Oral presentation  Discussions</p> <p><b>METHOD</b>  Teacher  Learner  Curator/Tour guide</p> <p><b>TOOL</b>  Questionnaires  Worksheet</p>	<p>Learners who have learning barriers are given more time to finish the task. The physically challenged learners are provided with more resources like libraries, internet, DVDs and human resources.</p>

GRADE: 7	DATE:	DURATION: 120 Mins	Content in Context: Past and present South African Artists; Heritage and the Arts Information Resources
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
	<p><b>This activity is done in class and the learners continue to do it as a home work.(informal assessment)</b></p> <p><b><u>ACTIVITY 3</u></b>  1.Class presentations  2.Discussions and Consolidation ( teacher and the learners)</p> <p><b><u>ACTIVITY 4</u></b>  1. Class Discussions by the teacher and learners about the traditional dances that are in their environment.  2. The teacher develops a <b>questionnaire</b> and discusses and explains it to the learners.  3.Learners are sent home to find information about the traditional dance guided by the questionnaire.( a one week project)  4. The learners present their findings in class, and hand in their questioners to the teacher for assessment.  5. Learners reflect on each group presentations.  6. The teacher consolidates.</p> <p><b><u>ACTIVITY 5 (Fieldtrips)</u></b>  1. The teacher discusses with the class the various ways of gathering information like on excursions, field trips, interviews etc.  2. The differences between these methods and tools used are also explained in the class.  3. The teacher thereafter designs a tool for collecting information on a field trip.  4.The aim and the focus of the field trip is firstly outlined in the class  5.Then every group starts with preparations like ensuring that each group has the necessary equipment needed  6. On departure it is ensured that every learner is clear on what to do at the cultural village/ art centre/art gallery/museum like looking at craftwork e.g. beadwork designs i.e. colours, patterns in relation to everyday life and the south African heritage, looking at the Rock Art paintings, Grass mats, San Art etc.</p>		

<b>GRADE: 7</b>	<b>DATE:</b>	<b>DURATION:</b> 120 Mins	<b>Content in Context:</b> Past and present South African Artists; Heritage and the Arts Information Resources
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
	<p>7. The learners are assisted by the curator or tour guide at the scene and they are given the opportunity to ask questions and fill in their <b>worksheets</b>.</p> <p>8. The learners report at school about their findings (Class discussions) and submit their worksheets for assessment.</p>		
<b>SKILLS:</b> Investigate, Research, Gathering of information, Interviews, Analyse			
<b>KNOWLEDGE:</b> dance sequences: - partial levels, motion factors, artists of the past, awareness of the audience. Traditional dances, contribution of art in S.A heritage.			
<b>VALUES:</b> Enjoyment, sharing, appreciation.			
<b>RESOURCES:</b> Pens, Pencils, Questionnaires and Worksheets			
<b>EXPANDED OPPORTUNITIES:</b> Plan future visits to art galleries, museums and art centres. Invite various artists to share their knowledge and expertise with the learners.			
<b>TEACHER REFLECTIONS:</b>			

**ACTIVITY 4**  
**QUESTIONARE**  
**DANCE**

1. What type of dances are there in your community?

2. Classify these dances according to gender and age.
3. Specify the dances in relation occasions.
4. Link the dancers' costumes with the type of dances that you have found in your community.
5. Which dance movements are common in the different dances you have researched?

**ACTIVITY 5**

**VISUAL ARTS**

**FIELD TRIP**

1. What have you observed along the way to the centre/cultural village? \_\_\_\_\_  
\_\_\_\_\_
2. Describe the general appearance of the centre \_\_\_\_\_  
\_\_\_\_\_
3. How did you gain access into the centre? \_\_\_\_\_  
\_\_\_\_\_
4. What brief did the curator give you about the centre/cultural village? \_\_\_\_\_  
\_\_\_\_\_
5. What information have you gathered with regards to art, craft and design? \_\_\_\_\_  
\_\_\_\_\_
6. How does art, craft and design contribute to everyday life and to South African Heritage? \_\_\_\_\_  
\_\_\_\_\_

Grade: 7

Term: 1

Lesson Plan: 3

Phase: Intermediate

GRADE 7	DATE:	DURATION: 180 Min	CONTENT IN CONTEXT: Diverse Cultures( South Africa)
LO's and AS's	LEARNING ACTIVITIES	DETAILS OF ASESSMENT	BARRIERS TO LEARNING
<p><b>LO3: PARTICIPATING AND COLLABORATING</b> <b>CLUSTER 4</b> <b>MUSIC</b> <b>AS:</b> Sings and/ or plays South African songs from various cultures with appropriate rhythm, tempo and dynamics.</p> <p><b>AS:</b> Create suitable melodic or non melodic accompaniment for any South African folk song, anthem or melody.</p> <p><b>AS:</b> Transforms personal experiences into forms of expression.</p>	<p><b>ACTIVITY 1</b> Teacher directed music warm-up exercises. Teacher instructs learners:</p> <ol style="list-style-type: none"> <li>To stand up and march on the spot, making a rhythm with their feet.</li> <li>When the teacher claps his/her hands learners turn to their right and sing any cultural song that they know and move forward forming a circle.</li> <li>As they sing they point their hands on the ground for the low pitch and above their heads for the high pitch.</li> </ol> <p><b>ACTIVITY 2</b></p> <ol style="list-style-type: none"> <li>Learners sing the song from the cultures they know; they discuss the following: rhythm, tempo, and dynamics and write their findings on their work books. e.g. Usisi wethu! usisi wethu! usisi wethu! lyho!lyho!lyho! Akasemhle! Akasemhle! Akasemhle! lyho!lyho!lyho! lyhoyhoyho, iyhoyhoyho(fast tempo) While they are singing the wedding song the teacher describes the following:</li> </ol> <ol style="list-style-type: none"> <li>Tempo- speed, such as fast or slow.</li> <li>Rhythm- the flow of accents and other types of expression that give life to a composition.</li> <li>Dynamics- words, abbreviations and signs used to indicate relative loudness and softness of sound.</li> </ol> <p><b>ACTIVITY3</b></p> <ol style="list-style-type: none"> <li>Learners are divided into groups</li> <li>Each group chooses the cultural song from any culture they know.</li> <li>Each group brings posters or pictures and costumes representing the culture they have chosen.</li> <li>They also bring along the found musical instruments.</li> <li>Learners rehearse the chosen song, in their costumes and with the musical instruments as the</li> </ol>	<p><b>FORMS</b> Performance</p> <p><b>METHODS</b> Teacher Group</p> <p><b>TOOLS</b> Rubrics Observation sheet</p>	

	accompaniments. 6. The groups do crepitating, mouth drumming. 7. The teacher assist and give feed back. <b>ACTIVITY 4</b> 1. Group presentations and feed back from other groups. 2. Teacher consolidates. (rubric)		
SKILLS: Singing ,Playing, Creating, Transforming			
KNOWLEDGE: Instruments, Songs of various cultural groups, Rhythm, Tempo, Dynamics			
VALUES: Appreciation, Enjoyment, Tolerance			
RESOURCES: Costumes, Music Instruments ,Pictures from My Clever Arts and Culture through issues by Darleen Kruger & Wilma Mentz, Revised National Curriculum Statements Grades R-9			
EXPANDED OPPORTUNITIES: Expose learners to perform in cultural activities, perform in school concerts			
TEACHER REFLECTIONS:			

**ACTIVITY 4**

**RUBRIC**

MARKS	25 - 18	17 - 11	10 - 6	5 - 0
CRITERIA	4	3	2	1
Sing the words of cultural song	Knows all the words of the song and could sing along enthusiastically.	Knows most the words and could sing along	Knows some words but still needs help	Sings but doesn't know the words at all.
Demonstrate rhythm, tempo and dynamics on song	Demonstrate rhythm, tempo and dynamics so well.	Demonstrate rhythm, tempo and dynamics	Show rhythm, tempo and dynamics now and then.	Rhythm, tempo and dynamics not evident.
Use of instruments to accompany the song	Use all the instruments they have very well.	Use instruments to some extent.	Use of instrument not clear.	Unable to use instruments
Transforms personal experience into form of experience.	Transforms personal experience into form of experience are very well	Transforms personal experience into form of experience adequately.	Little transforms personal experience into form of experience.	Personal transformation of expressions is not evident.

**ACTIVITY 3**

**OBSERVATION SHEET**

DISCRIPTION	YES	NO
1.Do the groups show introduction, content and conclusion?		
2.Do the groups demonstrate dynamics, tempo, and rhythm?		
3.Do the groups song accompany instruments?		
4. Do the groups transform personal experiences into form of expression?		
5. Do all members wear costumes?		
6. Are the songs cultural and South African ?		

Grade: 8

Term: 1

Lesson Plan: 1

Phase: Senior

GRADE 8	DATE:	DURATION: 120 Mins	Content in Context : Safe and Healthy Environment- Warm up exercises in Dance
LO s and AS s	Learning Activities	Details of assessment methods and tools	Provisions for learners with barriers to learning
<p><b>LO1: CREATING, INTERPRETING AND PRESENTING</b> Cluster 1</p> <p><b><u>DANCE: ADDITIONAL</u></b> <b>AS:</b> In preparing the body:</p> <ul style="list-style-type: none"> <li>Performs a set warm-up that conditions, stretches and strengthens the body;</li> <li>Demonstrates increasing kinaesthetic awareness, concentration and awareness of the correct and safe use of the spine and limbs;</li> <li>Moves across space in combinations of steps with co-ordination, style and musicality.</li> </ul> <p><b><u>DRAMA: GENERIC</u></b> <b>AS:</b> Devises a simple warm-up routine, based on teacher's exercises, to share with the class.</p> <p><b><u>DRAMA: ADDITIONAL</u></b> <b>AS:</b> With teacher support, rehearses and presents a solo item such as a poem, prose extract or monologue showing:</p> <ul style="list-style-type: none"> <li>Creative use of attributes of speech in terms of pitch,</li> </ul>	<p><b>ACTIVITY 1</b> <b>Warm up activity</b> Learners are asked to walk around in between each other slowly and then increase the pace, arms swinging sideways.</p> <p><b>ACTIVITY 2</b> With the help of the drum, learners are engaged in a locomotive movement (walking, running, skipping, hopping, leaping, jumping, galloping, gliding etc) in rows, horizontally, vertically and in circles</p> <p><b>ACTIVITY 3</b> Teacher asks the learners to name different domestic and wild animals they know. Teacher asks learners to use their imagination and start imitating the movements done by the following animals, tortoise, cow, elephant, mouse, giraffe</p> <p><b>Activity 4</b> Cooling down exercise: Learners are asked to sing a song: Toe, knee, chest, nuts, nose, eye, love you. Different body parts will be touched by the learners as the song progresses. For example, when the song mentions toes, the learners together with the teacher will go down to touch their toes and likewise with the other mentioned body parts.</p> <p><b>Activity 5</b> Learners will be asked to do breathing exercises. The teacher will ask them to breathe deeply in and deeply out at different paces. <b>Teacher directed voice exercises:</b> Learners clean their mouths with their tongues, wiggle the tongue up and down and side by side producing the sound. Then learners say the following tongue twisters repeatedly: - Red lorry, Yellow lorry - She sells sea shells on the shore - Iqqa laziqikaqika ku qaqqa</p>	<p><b>Form</b> Practical Demonstration Role-Play</p> <p><b><u>Method</u></b> Teacher Group</p> <p><b><u>Tool</u></b> Rubrics Observation sheet</p>	<p><u>Differently abled learners</u></p> <ul style="list-style-type: none"> <li>Classroom be accessible</li> <li>Peer assistance promoted</li> <li>Sign language utilized</li> </ul>

<p>pace, pause, inflection, emphasis and tone.</p> <ul style="list-style-type: none"> <li>Imaginative interpretation of piece</li> </ul>	<p><b>Activity 6</b> <b>Attributes of speech</b> Teacher asks the learners to think of a short sentence, and write it down. For example, “She said she does not want to see me” The idea is to read the sentences in different ways to illustrate difference in pitch, pace, pause, inflection, emphasis and tone.</p> <p><b>Activity 7</b> The teacher instructs learners to bring a short poem, prose, extract or monologue. It may an original piece that has been composed in commemoration of national days like human rights day, heritage day, women’s day etc. Learners individually rehearse their pieces in preparation for presentation in the class. Learners present in the class.</p>		
<b>Skills:</b> Creating, Interpreting, Presenting, Performing, Co-ordinating, Choreography			
<b>Knowledge:</b> Different dance sequences, Warm up techniques,			
<b>Values:</b> Appreciation, Enthusiasm, Co-operation , Love, Enjoyment etc.			
<b>Resources:</b> Audio-Visual Aids: Tape / Video / Cassette/ DVD/ MP3s Players, Music on tapes /videos/ DVDs, Pictures, Dance Floor / Space/ Rehearsal Room, Props			
<b>Expanded opportunities:</b> Linkages with national observed events e.g. Human Rights/ Freedom/ Heritage Day activities, Field- trips to Art Centres and Arts Festivals			
<b>Teacher reflection:</b>			

#### GRADE 8 HOLISTIC RUBRIC FOR ASSESSMENT

Grade 8

#### LO1: CREATING, INTERPRETING AND PRESENTING

ASSESSMENT STANDARD	LEVEL 7 80-100%	LEVEL 6 70-79	LEVEL 5 60-69	LEVEL 4 50-59	LEVEL 3 40-49	LEVEL 2 30-39	LEVEL 1 0-29
<p><b>LO 1: CREATING, INTERPRETING AND PRESENTING</b></p> <p><b>DANCE: ADDITIONAL AS:</b> In preparing the body:</p> <ul style="list-style-type: none"> <li>Performs a set warm-up that conditions, stretches and strengthens the body;</li> <li>Demonstrates increasing</li> </ul>	<p>Demonstrates an <b>outstanding</b> ability to <b>creatively, flexibly</b> and <b>effectively</b> apply <b>complex</b> and <b>safe dance elements</b></p>	<p>Shows a <b>meritorious/ commendable</b> ability to <b>creatively</b> and <b>effectively</b> apply <b>complex</b> and <b>safe dance elements</b></p>	<p>Shows a <b>substantial/ considerable</b> ability to <b>creatively</b> and <b>effectively</b> apply <b>simple</b> and <b>safe dance elements</b></p>	<p>Shows <b>adequate/ sufficient</b> ability to <b>effectively</b> apply <b>simple</b> and <b>safe dance elements</b></p>	<p>Shows <b>moderate/ fair</b> ability to apply some <b>safe dance elements</b></p>	<p>Shows <b>elementary/ basic</b> ability to apply <b>limited safe dance elements</b></p>	<p><b>Unable</b> to apply <b>safe dance elements</b></p>



kinaesthetic awareness, concentration and awareness of the correct and safe use of the spine and limbs; <ul style="list-style-type: none"> <li>Moves across space in combinations of steps with co-ordination, style and musicality.</li> </ul>							
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**Rubric**

CRITERIA	NOT ACHIEVED	PARTIALLY ACHIEVED	ADEQUATELY ACHIVED	EXCELLENTLY ACHIEVED
Creative use of attributes of speech in terms of pitch, pace, pause, inflection, emphasis and tone.	The learner shows limited ability to use attributes of speech in terms of pitch, pace, inflection or variation, word emphasis and tone.	The learner shows some ability to use some attributes of speech in terms of pitch, pace, inflection or variation, word emphasis and tone.	The learner adequately shows ability to use attributes of speech in terms of pitch, pace, inflection or variation, word emphasis and tone.	The learner shows an outstanding and creative ability to use attributes of speech in terms of pitch, pace, inflection or variation, word emphasis and tone.
Imaginative interpretation of piece	The learner shows limited ability to give an imaginative interpretation of piece	The learner shows some ability to give an imaginative interpretation of piece	The learner adequately shows ability to give an imaginative interpretation of piece	The learner shows an outstanding ability to give an imaginative interpretation of piece.

Grade: 8

Term: 1

Lesson Plan: 2

Phase: Senior

GRADE 8	DATE:	DURATION: 120 Mins	Content in Context : Human Rights Issues
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 2: REFLECTING CLUSTER 3</b></p> <p><b>DRAMA</b> AS: Researches human rights and environmental issues and interprets these in small-group role-plays.</p> <p><b>VISUAL ARTS</b> AS: Identifies and explains how photography, film-making, sculpture and printmaking can document human rights abuses.</p>	<p><b>Activity 1:</b></p> <ul style="list-style-type: none"> <li>Learners brainstorm the meaning of human rights and environmental issues.</li> <li>Learners are divided into groups and the teacher handout extracts of the constitution, Chapter 2 – Bill of Rights. Learners are referred to some sections of the Bill of Rights including Sections 24 – about environment.</li> <li>Learners further discuss incidents they have observed (whether in communities, in movies, or read about) within where human rights have been violated.</li> </ul> <p><b>Activity 2:</b></p> <ul style="list-style-type: none"> <li>From the previous activity, in groups, learners develop a real-life scenario that depicts either human rights and or environmental issues. Learners identify characters for their role-play and allocate roles. In their groups, learners role-play scenarios. Groups assess each other and the teacher consolidates.</li> </ul> <p><b>Activity 3:</b></p> <ul style="list-style-type: none"> <li>The teacher brings to the attention of learners how arts in general have contributed in commenting on issues of human rights. Reference is made to Visual Arts forms that have been used in the past and present to document human rights. The teacher reminds learners about the famous photograph of Hector Peterson which appears in the June 16 posters, captured by Peter Magubane. The teacher may introduce other examples which may include the film by Mbongeni Ngema's Sarafina.</li> </ul> <p><b>Activity 4:</b> Learners in groups are instructed to conduct a research and identify art works that comment or document Human Rights and or environmental issues in any three of the following categories:</p> <ul style="list-style-type: none"> <li>Photography</li> <li>Film Making</li> <li>Sculptures</li> <li>Print Making</li> </ul> <p>They can visit Museums, Libraries, Art Galleries, Heritage sites etc. In their report they need to identify Issues that were documented, the media that was used, the creator or artist who produced, the effectiveness of the media used. Learners present their findings in a form of a written report to the class.</p>	<p><b>FORM:</b> Performance Essay Worksheet</p> <p><b>METHOD:</b> Teacher Group</p> <p><b>TOOL:</b> Observation sheet Rating scale Checklist</p>	Learners with physical challenges to be assisted
<b>SKILLS:</b> analytical skills, report writing skills, performance skills			
<b>KNOWLEDGE:</b> human rights, environmental issues, Bill of Rights			
<b>VALUES:</b> enjoyment, sharing, appreciation			
<b>Resources:</b> newspapers, magazine articles, colour copies of art works, information on visual artists, movies, and recordings of television			
<b>EXPANDED OPPORTUNITIES:</b> Learners research SA artists who focus on human rights issues in their works in other art disciplines like music, dance			
<b>TEACHER REFLECTIONS:</b>			

**(Lesson 2) Assessment tools: Observation Sheet for the role play.**

Criteria	YES	NO	COMMENTS
The role-play depicts a human rights or environmental issue			
Roles are clearly identified			
Situation depicted is realistic			
Performance skills evident: expression, gestures, voice projection, use of space, props			
Connection with the audience			
Co-operation among group members			

**1. Criteria for Essay**

CRITERIA	Rubric			
	NOT ACHIEVED	PARTIALLY ACHIEVED	ADEQUATELY ACHIVED	EXCELLENTLY ACHIEVED
Identifies and explains how photography, film-making, sculpture and printmaking has been used to document human rights and environmental issues in artworks.	Learners struggle to identify and explain how photography, film-making, sculpture and printmaking has been used to document human rights and environmental issues in artworks.	Learners have been partially able to identify and explain how photography, film-making, sculpture and printmaking has been used to document human rights and environmental issues in artworks.	Learners have been able to identify and explain how photography, film-making, sculpture and printmaking has been used to document human rights and environmental issues in artworks.	Learners displayed an excellent and creative ability to identify and explain how photography, film-making, sculpture and printmaking has been used to document human rights and environmental issues in artworks.

Grade: 8

Term: 1

Lesson Plan: 3

Phase: Senior

GRADE 8	DATE:	DURATION: 120 Mins	Content in Context : Careers in Arts and Culture
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 3: PARTICIPATING AND COLLABORATING (CLUSTER I)</b></p> <p><b>DANCE</b>  <b>AS:</b> Researches and shares information about training and careers in dance, and explains:</p> <ul style="list-style-type: none"> <li>• The kinds of dance-linked careers there are;</li> <li>• The kind of attributes needed;</li> <li>• The kind of training required.</li> </ul> <p><b>DRAMA</b>  <b>AS:</b> Identifies careers available in the formal theatre and mass media industries, and explores possible opportunities for development in the informal drama and drama-like sectors.</p> <p><b>MUSIC</b>  <b>AS:</b> Researches and shares information about music and music-related careers and training.</p> <p><b>VISUAL ARTS</b>  <b>AS:</b> Researches and shares information about art, craft, architecture, design and related careers and training.</p> <p><b>COMPOSITE</b>  <b>AS:</b> Explores and discusses training and careers in Arts and Culture fields, based on research and on-site visits.</p>	<p><b>Activity 1</b>  With teacher's guidance learners brainstorm the different careers a person can follow after leaving school. Examples of such careers: medical practitioner, lawyer, actor, musician etc. The teacher will lead the learners to Arts &amp; Culture careers out of all those they have mentioned in class.</p> <p><b>Activity 2</b>  In groups learners and each of the four art forms will be assigned to each group eg dance, music, visual art, drama. Learners discuss different careers that can be followed in each of the four art forms.</p> <p><b>Activity 3</b>  Each group will then give a report back to the rest of the class. Questions for clarity will be raised by the other groups concerning the career choices and training requirements. The groups will respond to questions based on their own understanding of the careers and training requirements in their respective art forms.</p> <p><b>Activity 4</b>  The teacher provides learners with a research questionnaire on careers and training that a person could follow on each of the four art disciplines. Learners are encouraged to visit libraries, museums, live shows and exhibitions. They may interview artists and practitioners to gain more knowledge and understanding of the careers and their requirements.</p> <p><b>Activity 5</b>  Learners present their findings in the class</p>	<p><b>FORM:</b>  Oral Presentation  Assignment  Worksheet</p> <p><b>METHOD:</b>  Teacher</p> <p><b>TOOL:</b>  Checklist  Rating scale  Memorandum  Questionnaire</p>	Learners with physical challenges to be assisted
<b>SKILL:</b> Social skill, research skills			
<b>KNOWLEDGE:</b> Careers in all Arts and Culture disciplines, Training needs in each art discipline.			

<b>GRADE 8</b>	<b>DATE:</b>	<b>DURATION:</b> 120 Mins	<b>Content in Context :</b> Careers in Arts and Culture
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
<b>VALUES:</b> Appreciation, collaboration			
<b>RESOURCES:</b> Audio visual aids, magazines, Newspapers, Internet, Library dance floor,			
<b>EXPANDED OPPORTUNITIES:</b> Collaborations with Life Orientation for Career Exhibitions, Attendance of live shows and arts festivals, Watching television shows eg strictly come dancing, so you think you can dance, road to fame, so you think you are funny			
<b>Teacher Reflection:</b>			

### (Lesson 3) Assessment tools

#### Dance Assignment: Essay (Learners write a 5 page assignment)

Criteria	Total Mark	L's Mark
Names and lists four careers in dance	2	
Provide detailed information on one dance – related career, including one known practitioner, training and attributes required, institutions that offer training, entry requirements, nature of the course	14	
Layout : headings are provided	2	
Pictures included	2	
Lists at least three sources	2	
Neatness of assignment	2	
Meets due date	1	
<b>Total Mark</b>	<b>25</b>	

#### Music Assignment (Learners write a 5 page assignment)

Criteria	Total Mark	L's Mark
Names and lists four careers in music	2	
Provides detailed information on one music –related career, including one known practitioner, training, attributes needed, institutions that offer training, entry requirements, nature of the course	14	

Layout : headings are provided	2	
Pictures included	2	
Lists at least three sources	2	
Neatness of assignment	2	
Meets due date	1	
<b>Total marks</b>	<b>25</b>	

**Drama Assignment**

**Criteria for oral presentation**

<b>Criteria</b>	<b>Total Mark</b>	<b>L's Mark</b>
Learners identify two careers in the formal theatre and two careers in the mass media	2	
Learners are able to reflect critically and present a well – reasoned argument for the development of the informal drama sectors in their communities	14	
Learners make use of other media	3	
Oral presentation is fluent	3	
Sources are used	2	
The learners meet the deadline	1	
<b>Total Mark</b>	<b>25</b>	

Grade: 9

Term: 1

Lesson Plan: 1

Phase: Senior

GRADE: 9	DATE :	DURATION: 6 Hours	CONTENT IN CONTEXT : Warm – ups and creation of drama performances
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 1: CREATING , INTERPRETING AND PRESENTING</b></p> <p><b>CLUSTER 1</b></p> <p><b>Dance ( Additional )</b>  <b>AS:</b> In preparing the body , accurately performs a set warm – ups and skill building sequence , including body conditioning and technique in a particular style.  <b>AS:</b> Moves across space in movement sequences with co-ordination, musicality, style, balance and control.</p> <p><b>Drama ( Generic )</b>  <b>AS:</b> Conducts a simple warm- up routine with class.</p> <p><b>Drama ( Additional )</b>  <b>AS:</b> Participates both in the performance and in an aspect of production.  The performance should  . Show an understanding of basic staging conventions  . Use more complex dramatic elements such as tension, symbols and timing where appropriate  . Create characters using</p>	<p><b>ACTIVITY 1 [ WARM – UP ACTIVITIES]</b>  The educator directs the learners to do simple warm- ups such as stretching arms, bending knees, pushing and swinging arms in a circular form with co-ordinated movements. Afterwards they walk, following the rhythm of the drum or sound system with different pace [slow, fast, faster].</p> <p><b>ACTIVITY 2 [ CREATION AND REHEARSAL OF DANCE ]</b>  Learners in groups are asked to compose dance sequences which will be incorporated in the next activities. These dance sequences must show proper movement across space, sequence, co-ordination, musicality style, balance and control.  <b>Composing a Dance</b></p> <ul style="list-style-type: none"> <li>• Select Music</li> <li>• Work out floor patterns</li> <li>• Select different movements and join them together in a movement sequence</li> <li>• Decide on costumes and props</li> <li>• Make use of different speeds, add stillness and include the isolation of body parts</li> <li>• Incorporate all dance elements including shape, force, time and rhythm.</li> <li>• Rehearse</li> </ul> <p><b>ACTIVITY 3 [ DRAMATIC ELEMENTS ]</b>  The educator guides the learners to revise the elements of drama eg Human context, dramatic tension, focus, aspects of place, aspects of time, language, movement, mood and symbols. The educator stresses the importance of the basic staging conventions e.g. half moon, arena, end- on etc.</p> <p><b>ACTIVITY 4 [ STORY LINE ]</b>  The learners brainstorm social ills affecting their everyday lives. e.g. theft, crime, rape, teenage pregnancy.  From the brainstorming session, themes are identified. They discuss various themes and finally agree on one to form the story line.</p> <p><b>ACTIVITY 5 [SCRIPT WRITING]</b>  Learners brainstorm and decide about the characters. Afterwards they write the script based on the chosen theme.  The following are emphasised:  . Use of language, gesture and movement</p>	<p><b>FORM</b></p> <p><b>Performance</b></p> <p><b>METHOD</b></p> <p><b>Educator</b></p> <p><b>TOOL</b></p> <p><b>Rubric</b></p>	<p><b>SPACE</b></p> <p>The learners will perform outside the classroom.</p>



<b>GRADE: 9</b>	<b>DATE :</b>	<b>DURATION: 6 Hours</b>	<b>CONTENT IN CONTEXT :</b> Warm – ups and creation of drama performances
<b>LO`s AND AS`s</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
language, gesture and movement . Make use of costumes, props, sets, lights or other available resources . Show awareness of audience.	<p>. Use of costumes, props, sets and lights. . Who is saying the words? . In which situations could these words be used? . What values would the characters show? . How would the characters behave? . The story must have a beginning, middle (Climax) and an end.</p> <ul style="list-style-type: none"> <li>Learners identify scenes where they can incorporate dance sequences that were composed in Activity 2.</li> </ul> <p><b>ACTIVITY 6 [ REHEARSAL ]</b></p> <p>The learners rehearse their plays</p> <p><b>ACTIVITY 7[ PERFORMANCE ]</b></p> <p>The learners perform their dramatic presentations in groups. The educator assesses the performance using rubric and allocates marks.</p>		
<b>SKILLS :</b> Performing, moving, conducting, participating, balancing			
<b>KNOWLEDGE:</b> Warm – ups, skill building sequence, body conditioning , dance technique in a particular style, movement sequence with co-ordination, musicality, style, balance and control, basic staging conventions, complex dramatic elements such as tension, symbols and timing, creating characters using language, gesture and movement.			
<b>VALUES:</b> Enjoyment, appreciation, respect, tolerance etc			
<b>RESOURCES:</b> Props, musical instruments, sets , costumes, etc.			
<b>EXPANDED OPPORTUNITIES:</b> Learners are encouraged to watch drama from television, listen to radio drama, watch, live performances and take note of the dramatic elements covered.			
<b>TEACHER REFLECTION:</b>			

**ASSESSMENT TOOL: RUBRIC**

**LO 1: CREATING, INTERPRETING AND PRESENTING**

**Dance (Additional )**

AS: In preparing the body , accurately performs a set warm – ups and skill building sequence , including body conditioning and technique in a particular style.  
 AS: Moves across space in movement sequences with co-ordination, musicality, style, balance and control.

**Drama (Additional)**

AS : Participates both in the performance and in an aspect of production.

The performance should

- . Show an understanding of basic staging conventions
- . Use more complex dramatic elements such as tension, symbols and timing where appropriate
- . Create characters using language, gesture and movement
- . Make use of costumes, props, sets, lights or other available resources
- . Show awareness of audience.

<b>CRITERIA</b>	<b>OUTSTANDING ACHIEVEMENT</b> [ 7 ](36>60 Marks)	<b>SATISFACTORY ACHIEVEMENT</b> [ 5-6 ](24>36 Marks)	<b>PARTIAL ACHIEVEMENT</b> [ 3 -4 ] (12>24 Marks)	<b>NOT ACHIEVED</b> [ 1 – 2 ] (0>12 Marks)
Effective selection of relevant music, development of patterns and incorporation of dance elements.	Excellent ability to effectively select relevant music, develop patterns and incorporation of a large variety of dance elements.	Able to effectively select relevant music, develop patterns and incorporation of a variety of dance elements.	Partially able to select relevant music, develop patterns and incorporation of a some dance elements	Struggle to select relevant music, develop some dance patterns and incorporation of some dance elements
Basic staging conventions	Excellent use of staging conventions flowing movement on stage, voice projections, articulation and uses pauses.	Able to use basic staging conventions ( stage setting, movement on the stage, positioning, etc)	Inconsistent use of basic staging conventions.	Does not make use of basic staging conventions
Use of more complex dramatic elements	Excellent use of complex dramatic elements in the relevant places. ( tension , symbols, timing )	Able to use more complex dramatic elements ( tension, symbols and timing where appropriate )	Inconsistent use of dramatic elements.	Very elementary use of the dramatic elements.
Creating of characters	The learner demonstrates an excellent level of creativity. The interpretation is innovative,	Able to create characters using language, gesture and movement)	The interpretation of the characters is fairly mechanical and obvious . Some slips in words. Basic skills are	The learner demonstrates very little creativity in the interpretation of characters.. Does not know words

	believable and interesting		lacking with respect to voice and body.	and is confused .
Use of resources	The learners demonstrate a high level and proper interpretation of the use of costumes , props, sets , lights and other available resources	Able to use costumes, props, sets, lights or other available resources.	The learners demonstrates the minimal use of costumes.	The learners use costumes which are not relevant to the characters. They also use stage setting inappropriately.
Awareness of audience	All skills are used well to harness audience's appreciation and understanding of the content.	Able to show awareness of audience through use of eye contact , voice projection , etc.	The learners demonstrate inconsistency of the awareness of the audience.	The learners do not put the audience into consideration when acting.

TOTAL [ 60MARKS ] WHICH WILL BE CONVERTED TO 25 MARKS

Grade: 9

Term: 1

Lesson Plan: 2

Phase: Senior

GRADE : 9	DATE:	DURATION: 4 Hours	CONTENT IN CONTEXT: Diverse culture - Application of elements/ concepts inn dance and music.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 1 : CREATING, INTERPRETING AND PRESENTING</b></p> <p><b>CLUSTER 3</b></p> <p><b>Dance ( Generic )</b> AS: Participates in the choreography and presentation of a short dance for a performance or cultural event.</p> <p><b>Dance ( Additional )</b> AS : Learns and performs, with appropriate style and movement quality , works choreographed by others from at least two cultures, which may be :- . Classical / traditional ( African , Eastern or Western ) : . Contemporary.</p> <p><b>Music ( Additional )</b> AS : Uses ululation , vocalic lilting , crepitation and mouth drumming to create , climax in a musical situation</p>	<p><b>ACTIVITY 1</b></p> <p><b>[ BRAINSTORMING ]</b></p> <ul style="list-style-type: none"> <li>The learners to brainstorm about cultural events and rituals of the diverse cultures in South Africa ( AmaXhosa, AmaZulu, Indians, Coloureds, Afrikaners, etc)</li> <li>Learners identify different dances associated with those cultures</li> </ul> <p><b>ACTIVITY 2</b></p> <ul style="list-style-type: none"> <li>The teacher may revise dance elements and choreographic tools</li> <li>Learners may do basic dance steps and elements such as stretch, jump, twist, bend, turn, travel, use of space, time, energy, the levels (High and low) etc</li> <li>With the identified dances in the previous activity, learners identify prominent dance elements in those cultural dances taking into consideration the use of space, pace, direction , levels, energy , etc</li> </ul> <p>e.g.</p> <ul style="list-style-type: none"> <li>turn, jump, twist , rise, etc. ( AmaZulu, AmaXhosa, VhaVenda)</li> <li>Twist, stretch, turn (Indians).</li> <li>Jump, glide, stretch, travel (Western)</li> <li>Jump, dart (Khoisan)</li> </ul> <p><b>ACTIVITY 4</b></p> <ul style="list-style-type: none"> <li>Learners in groups choreograph dances for cultural events eg wedding, initiation of girls/ boys (coming of age) incorporating choreographic tools</li> <li>The style and quality must be appropriate to the type of the chosen dance.</li> <li>Where it is applicable they must use ululation, vocalic lilting, crepitation and mouth drumming, eg songs like – “Soze athombe lo mmntwana ungenanina, Hoyoho ! Hahewuyo! ” (The motherless child will never go to the initiation school). The educator gives support.</li> </ul>	<p><b>FORM</b></p> <p><b>Performance</b></p> <p><b>METHOD</b></p> <p><b>Educator</b></p> <p><b>TOOL</b></p> <p><b>Rubric</b></p>	<p><b>SPACE</b></p> <p>The learners will perform outside the classroom.</p>

<b>GRADE : 9</b>	<b>DATE:</b>	<b>DURATION: 4 Hours</b>	<b>CONTENT IN CONTEXT:</b> Diverse culture - Application of elements/ concepts inn dance and music.
<b>LO`s AND AS`s</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
	<p><b>ACTIVITY 5</b> [ REHEARSAL] The learners rehearse their composed dances. The educator gives support where there is need.</p> <p><b>ACTIVITY 6</b> [ PERFORMANCE ] The learners perform their dances in groups. The educator assesses the performance using rubric and allocates marks.</p>		
<b>SKILLS:</b> Participating , learning, performing, using			
<b>KNOWLEDGE:</b> Choreography and presentation of short dance for cultural event, appropriate style and movement , works choreographed by others from at least two cultures ( Classical, Traditional , Western or Eastern , Contemporary ), ululation, vocalic liltting, capitation and mouth drumming.			
<b>VALUES: Enjoyment , appreciation, respect , tolerance etc</b>			
<b>RESOURCES:</b> Musical instruments like drums, shakers, rattles, sound systems etc			
<b>EXPANDED OPPORTUNITIES:</b> Give learners extra time to rehearse. Encourage learners to watch cultural activities in their communities and on television.			
<b>TEACHER REFLECTIONS:</b>			

Grade: 9

Term: 1

Lesson Plan: 2 RUBRIC

Phase: Senior

**LO1: CREATING, INTERPRETING AND PRESENTING**

**DANCE (GENERIC)**

**AS:** Participates in the choreography and presentation of a short dance for a performance or cultural event.

**Dance ( Additional)**

**AS :** Learns and performs, with appropriate style and movement quality , works choreographed by others from at least two cultures, which may be :-

. Classical / traditional ( African , Eastern or Western ) :

. Contemporary.

<b>CRITERIA</b>	<b>OUTSTANDING ACHIEVEMENT</b> [ 7 ] (18>24 Marks)	<b>SATISFACTORY ACHIEVEMENT</b> [ 5-6 ] (12>18 Marks)	<b>PARTIAL ACHIEVEMENT</b> [ 3 -4 ] (6>12 Marks)	<b>NOT ACHIEVED</b> [ 1 – 2] (0>6 Marks)
<b>Participating in the choreography of a short dance</b>	Learners display excellent participation, coordination and blending of dance elements for that particular event they have chosen..	The learners actively participate in the choreography of a short dance coming up with elements and steps to be used for that particular event.	Learners need to be prompted to participate in the choreography of a short dance.	Learners do not synchronise the dance as a team resulting in making uncoordinated movements.
<b>Presentation of a short dance for a performance (for a cultural event)</b>	The learners are able to present a brilliant short dance which blends smoothly with the choreographic tools ( for a cultural event ) using more than four choreographic tools.	The learners are able to present a short dance ( for a cultural event ) using at least four choreographic tools.	The learners are able to present a short dance ( for a cultural event ) using at least two choreographic tools.	The learners are able to present a short dance ( for a cultural event ) but they are not able to use choreographic tools that are relevant to their dance.
<b>Appropriate style and movement quality</b>	Learners display excellent and creative use of appropriate style and movement quality in their dances	Learners display satisfactory use of appropriate style and movement quality in their dances	Learners display partial use of appropriate style and movement quality in their dances	Learners display minimal use of appropriate style and movement quality in their dances

**TOTAL MARK 24 MARKS WHICH WILL BE CONVERTED TO 25 MARKS**

Grade: 9

Term: 1

Lesson Plan: 3

Phase: Senior

GRADE : 9	DATE :	DURATION: 4 Hours	CONTENT IN CONTEXT : Exploring new ideas in the Arts. Challenging the stereotypes and bridging cultural barriers.
LO`s AND AS`s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<b>LO 3: PARTICIPATING AND COLLABORATING CLUSTER 3 COMPOSITE</b> <b>AS:</b> Shows concern for and sensitivity to the feelings, values and attitudes of others in solving problems that arise in art activities. <b>AS:</b> Shows willingness to explore new cultural ideas and an ability to reconsider stereotypes.	<b>ACTIVITY 1 [ BRAINSTORMING ]</b> The educator asks the learners to brainstorm about feelings that occur when solving problems that arise in art activities. For example misunderstanding and misinterpretation of the message the artwork is trying to convey or the emotions that are supposed to be evoked. ( religious interpretations, cartoons, morality, cultural beliefs etc)  <b>ACTIVITY 2 [ANALYSIS OF ARTWORKS ]</b>  The teacher gives the learners in groups different artworks to analyse the emotions they evoke. For example paintings, musical compositions, poems, dramatic presentations and dances.  <b>ACTIVITY 3 [ ORAL PRESENTATION ]</b>  The learners present their responses with emphasis on the sensitivity of the feelings, values and attitudes of the other learners in solving the problems that arise in art activities. The teacher assesses the oral presentations and allocates marks accordingly. <b>ACTIVITY 4 [ STEREOTYPES ]</b>  The learners brainstorm the meaning of stereotypes in groups. Thereafter they present their findings.  <b>ACTIVITY 5 [ DISCUSSIONS ]</b>  The learners in groups discuss the stereotypes they know of from different cultures and explore new cultural ideas and their effects on society today. For example cooking in some cultures is done by women only, praise singing is done by men , Xhosa women are not allowed to lift their legs high when dancing , etc.  <b>ACTIVITY 6 [ ASSIGNMENT ]</b>  The learners will be given an assignment about the effects of stereotypes and the new cultural ideas in the local society and global world.	<b>FORM</b>  <b>Oral presentation Assignment</b>  <b>METHOD</b>  <b>Educator</b>  <b>TOOL</b>  <b>Rubric</b>	Clowns and extroverts  There should be close monitoring by the educator (according equitable time for all learners).
<b>SKILLS:</b> Showing, problem solving, exploring			
<b>KNOWLEDGE:</b> Concerns for sensitivity, stereotypes, cultural ideas, emotions			
<b>VALUES:</b> Sensitivity , appreciation, respect , tolerance, empathy, understanding			
<b>RESOURCES:</b> Posters, radio cassettes , DVDs, TVs, newspapers, etc			

<b>GRADE : 9</b>	<b>DATE :</b>	<b>DURATION: 4 Hours</b>	<b>CONTENT IN CONTEXT :</b> Exploring new ideas in the Arts. Challenging the stereotypes and bridging cultural barriers.
<b>LO`s AND AS`s</b>	<b>TEACHING AND LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
<b>EXPANDED OPPORTUNITIES:</b> The learners should be encouraged to view whatever art form they come across and identify feeling, attitudes and stereotypes.			
<b>TEACHER REFLECTIONS:</b>			

**ASSESSMENT TOOL: RUBRIC**

**LO 3: PARTICIPATING AND COLLABORATING**

**COMPOSITE**

**AS:** Shows concern for and sensitivity to the feelings, values and attitudes of others in solving problems that arise in art activities.

**AS:** Shows willingness to explore new cultural ideas and an ability to reconsider stereotypes.

CRITERIA	OUTSTANDING ACHIEVEMENT	SATISFACTORY ACHIEVEMENT	PARTIALLY ACHIEVEMENT	NOT ACHIEVED
Introduction	Relevant introduction that gives a clear picture of what to happen.	Introduction available and shows the link to the content.	Very brief introduction and does not flow smoothly into the content.	Vague introduction
Content - exploration of new cultural ideas - stereotypes and their effects on society.	Outstanding presentation of the content moving beyond the average requirements by citing a variety of examples in all the required items: - exploration of new cultural ideas. - stereotypes and their effects on society.	Content covers all the required items ie :-  - exploration of new cultural ideas. - stereotypes and their effects on society.	Content focused on either one and minimal information on the other- - exploration of new cultural ideas. - stereotypes and their effects on society.	Very limited information concentrating on one aspect : - exploration of new cultural ideas. - stereotypes and their effects on society.
Conclusion	The discussion brilliantly summarised.	Satisfactory conclusion done	Irrelevant conclusion	No conclusion
References	Wide range of references listed in the correct way [ Indicating the names of authors, title , publisher, page references , year of publication,, etc. ]	References listed in the correct way.	Few references	No references



Grade: 9

Term: 1

Lesson Plan: 4

Phase: Senior

GRADE : 9	DATE:	DURATION : 4 HRS	CONTENT IN CONTEXT: Impact of media in the Arts
LO` s AND AS` s	TEACHING AND LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 2: REFLECTING CLUSTER 3 Drama</b>  <b>AS:</b> Analyses the positive and negative effects of television, radio, documentaries or films in our lives.</p> <p><b>AS:</b> Writes a review of a local or other drama production, referring to conventions of staging and elements of drama.</p>	<p><b>ACTIVITY 1 [ BRAINSTORMING]</b>  Learners discuss the positive and the negative effects of the media, for example: <b>negative</b> effects</p> <ul style="list-style-type: none"> <li>Exposure to violence</li> <li>Vulgar language</li> </ul> <p>Example of positive effects:</p> <ul style="list-style-type: none"> <li>Education</li> <li>Entertainment</li> </ul> <p><b>ACTIVITY 2 [RESEARCH]</b>  The learners research on positive and negative effects of media and submit their written reports.</p> <p><b>ACTIVITY 4 [ REVIEW OF DRAMATIC PRODUCTION ]</b></p> <ul style="list-style-type: none"> <li>The teacher provides learners with examples of reviews of dramatic productions (movies, stage plays) from magazines and newspapers. Learners read and discuss and the teacher highlights important points in reviews of dramatic productions like staging conventions and drama elements.</li> </ul> <p><b>ACTIVITY 5 [ ASSIGNMENT ]</b>  The learners are given an assignment on writing a review of any dramatic production they have watched referring to conventions of staging and elements of drama.  ( Individual activity )</p>	<p><b>FORM</b></p> <p>Assignment  Oral presentation</p> <p><b>METHOD</b></p> <p>Educator</p> <p><b>TOOL</b></p> <p>Rubric</p>	<p>Schools without electricity [ TV] will watch performances staged by other grades.</p>
<b>SKILLS:</b> Analysing, writing, producing, staging			
<b>KNOWLEDGE:</b> Positive and negative effects of television, radio, documentaries or films on our lives, writing a review, conventions of staging, elements of drama.			
<b>VALUES:</b> Enjoyment , appreciation, respect , tolerance etc			
<b>RESOURCES:</b> Musical instruments like drums, shakers, rattles, sound systems etc			
<b>EXPANDED OPPORTUNITIES:</b> Encourage the learners to take note of conventions of staging and elements of drama, whenever they watch dramatic production from TV or live performances			
<b>TEACHER REFLECTION:</b>			

Grade: 9

Term: 1

Lesson Plan: 3 Rubric

Phase: Senior

**LO 2: REFLECTING  
DRAMA**

**AS:** Writes a review of a local or other drama production, referring to conventions of staging and elements of drama. Analyses the positive and

<b>OUTSTANDING ACHIEVEMENT</b> [ 16 – 20 ]	<b>SATISFACTORY ACHIEVEMENT</b> [ 12 – 15 ]	<b>PARTIAL ACHIEVEMENT</b> [ 6 – 11 ]	<b>NOT ACHIEVED</b> [ 1 – 5 ]
The learner displays an outstanding ability to write a review of a dramatic production referring to conventions of staging and elements of drama	The learner satisfactorily displays an ability to write a review of a dramatic production referring to conventions of staging and elements of drama	The learner displays a partial ability to write a review of a dramatic production but lack focus on conventions of staging and elements of drama	The learner struggles to write a complete review of a dramatic production and lacks focus on conventions of staging and elements of drama

GRADE 9	DATE:	DURATION: 240 minutes	CONTENT IN CONTEXT: Individual group & Changing identities
LOS AND ASS	LEARNING ACTIVITIES	DETAILS OF ASSESSMENT	BARRIERS TO LEARNING
<p><b>LO 3:PARTICIPATING AND COLLABORATING (CLUSTER 2) COMPOSITE</b>            AS: acknowledges individual group and changing identities, including national, ethnic, gender and language group etc.  <u>VISUAL ARTS</u>            AS: Transforms sensory experiences and perceptions of power in social relationships into visual artworks  <u>MEDIA ADDITIONAL</u>            AS. Makes a video or other media product based on a topic of choice; the product should show</p> <ul style="list-style-type: none"> <li>• Understanding of the medium chosen;</li> <li>• Competent use of technical skills</li> <li>• Clear exposition of plot or issues;</li> <li>• Appropriate use of design features;</li> <li>• Understanding of target audience;</li> </ul>	<p><u>ACTIVITY 1</u>  <u>BRAINSTORMING SESSION</u>            1. In pairs the teacher instructs the learners to brainstorm around this theme:  <b>CHANGING IDENTITIES based on the following topics</b></p> <ul style="list-style-type: none"> <li>• Own identity (Who are you? Your family – parents-brothers/sisters - sex</li> <li>• <b>Environment – Ethnic group</b></li> <li>• <b>Language</b></li> <li>• <b>Cultural practices</b></li> <li>• <b>Media</b></li> <li>• <b>Religion</b></li> <li>• <b>Entertainment</b></li> </ul> <p><u>ACTIVITY 2</u>            1. Learners present their findings on the brainstormed topic and the teacher reconciles the reports.            2. The teacher adds more knowledge around each topic</p> <p><u>ACTIVITY 3</u>  <u>NEWSPAPER CUTTINGS</u>            1. The teacher provides learners with newspaper cuttings from different newspapers(Daily dispatch, Argus, Daily sun, Herald, Sowetan etc)            2. Learners are to pick up the <b>influences</b> from each cutting in relation to the brainstormed topics.            3. Learners collate the information they gathered from the newspaper cuttings into a <b>story line</b>(a sequence of written story)</p> <p><u>ACTIVITY 4</u>  <u>STORY BOARD</u>            1. Learners draw sketches on sketch books depicting the information on the story line. (They decide on the media they are going to use e.g. oil pastels, crayons, oil paints, powder colours etc.)            2. On an A3 paper learners transfer the sketches from the sketch books using the media at their disposal to create a story board(a series of drawings/paintings showing all the visuals from beginning to end( telling stories)            The story board – must be attractive , eye catching and effective            Pay attention to the following :</p> <ul style="list-style-type: none"> <li>• Topic</li> <li>• Technique ( drawing, painting, printing etc)</li> <li>• Composition (arrangement of shapes, the picture should look balanced main shapes to fit well into the format)</li> <li>• Colour</li> </ul>	<p><b>FORM</b>            Sketch book            Story board(Arts processes)            Story line (script)</p> <p><b>METHOD</b>            Educator            Learners</p> <p><b>TOOLS</b>            Rubric</p>	

<b>GRADE 9</b>	<b>DATE:</b>	<b>DURATION: 240 minutes</b>	<b>CONTENT IN CONTEXT: Individual group &amp; Changing identities</b>
<b>LOS AND ASS</b>	<b>LEARNING ACTIVITIES</b>	<b>DETAILS OF ASSESSMENT</b>	<b>BARRIERS TO LEARNING</b>
	<ul style="list-style-type: none"> <li>Style (the way in which the picture is made, the way the elements of design and the techniques are used, the medium used)</li> </ul> <p><u>ACTIVITY 5</u></p> <ol style="list-style-type: none"> <li>Each pair displays its story board according to the sequence of the story.</li> <li>The learners present their story board to the class</li> <li>The teacher assess the story boards(final product) using the rubric</li> </ol>		
SKILLS: Express, Acknowledge, Transform, Make, Technical skills			
KNOWLEDGE: Individual, group and changing identities, National, Ethnic, Gender and Language group, own identity and uniqueness in any art form, Transformation of Sensory experiences and perceptions of power in social relationships into visual art works Making of media product			
VALUES: Sharing, Respect and Tolerance, independent, Development of self esteem			
RESOURCES: Powder colours, Paints, Charcoal, crayons, acrylic, News paper cuttings,A3 paper, Arts and culture today grade 9,Art in the classroom			
EXPANDED OPPORTUNITIES: Learners are taken to the art gallery to see different pictures by artists, visual art books .			
TEACHER REFLECTIONS:			

**ASSESSMENT TOOL: RUBRICS LO 3 CLUSTER 2**

CRITERIA	MARKS			
	31- 40	21- 30	11- 20	0- 10
An interesting & well designed storyboard	The story board has been outstandingly designed. The theme is very clear and accurate. The learner has gone an extra mile to gather more information outside the paper clips provided	The story board shows that the learner managed to capture information from the news paper clips provided and the arrangement of sequences is very neat.	The learner has managed to create the story board from the paper clips provided; very limited information has been used.	The story board is incomplete and very untidy
The storyboard was aimed at and appropriate for a particular target market	The storyboard has outstandingly captured the eye of the market and the age group targeted.	The story board has been appropriately presented to capture the age group targeted	The targeted market and age group are not clear.	The story board is not clear at which market is it targeting
The medium used is convincing	The medium used has been convincingly and creatively chosen	The medium used has been satisfactorily displayed and captures the eye.	A mixture of medium has been used. This has created a confusion	The medium used is not clear

<p>The design elements(line, shape, colour, texture, tone and composition)have been creatively and appropriately used</p>	<p>The design elements have been creatively mixed. Perspective, mood and the tone of the message has been clearly displayed.</p>	<p>Design elements have been well displayed, the learner should have used much more design elements to capture the eye of the viewer.</p>	<p>Very few design elements have been used. The learner displays uncertainty in using the design elements</p>	<p>The work is incomplete untidy and inaccurate.</p>
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