



basic education  
Department:  
Basic Education  
REPUBLIC OF SOUTH AFRICA

# **CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADE R-5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

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## **LIFE SKILLS: CREATIVE ARTS**

### **GRADE R-5**

Curriculum and Assessment  
Policy Statement Grade R-5 for  
learners with Severe  
Intellectual Disability

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# **SECTION 1: INTRODUCTION TO THE CURRICULUM AND ASSESSMENT POLICY STATEMENT GRADES R TO 5 FOR LEARNERS WITH SEVERE INTELLECTUAL DISABILITY**

## **1.1. Background**

The South African Constitution, Act 108 of 1996, enshrines the right of every child to access quality basic education without there being any form of discrimination. The Convention on the Rights of Persons with Disabilities, ratified by the Parliament of South Africa in 2007 (Article 24) requires Government to ensure that children with disabilities are able to access an inclusive, quality primary, compulsory education and secondary education on an equal basis with others in the communities in which they live and that persons with disabilities are not excluded from the general education.

There are learners participating in the General Education and Training Band who have an aptitude and interest in applied knowledge and vocational skills for whom the National Curriculum Statement, Grades R to 12 (NCS) needs to be differentiated to make it fully accessible. This would include learners with moderate to severe intellectual disability and learning difficulties. Knowledge and skills should be presented at a more functional level and at reduced depth and breadth, whilst a number of occupational subjects are also made available. They should be given an opportunity to receive an endorsed statement of achievement that is related to learning within their interest and aptitude.

This Learning Programme has been developed to respond more effectively to the needs of these learners who have been identified and assessed through the protocols outlined in the Policy on Screening, Identification, Assessment and Support of 2014. They will benefit from curriculum content that is aligned to the Foundation and Intermediate Phase of the National Curriculum Statement at a more applied and functional level in accordance with their age, interest and aptitude.

It is critical, that through flexibility and differentiated methodologies, learners enrolled for these differentiated subjects will be able to progress with regard to applied competencies, even where they might not be able to attain the minimum requirements set for the different grades.

There should always be high expectations for all learners and the necessary scaffolding and learning support to master foundational competencies relevant to the specific subject. They should be in a position to demonstrate the values and practical competencies that they have mastered which will make it possible for them to progress to either the Technical Occupational pathway or the world of work.

The learning programme is structured in such a way that it makes provision for a wide spectrum of learners with moderate to severe intellectual disability and learning difficulties across the age span. It is aimed at the full development of their human potential and sense of dignity and self-worth. It also allows for the development of their personality, talents and creativity, as well as their mental and physical abilities, cultural, social, environmental and economic competencies to their fullest potential with a view to enabling them to participate effectively and independently in a free society as adults (Convention on the Rights of Persons with Disabilities, 2006 and the White Paper on the Rights of Persons with Disabilities, 2015).

The learning programme for CSPID should be consulted in cases where a learner enters the CAPS Grades R – 5 for learners with Severe Intellectual Disability (SID) programme at a level where they require bridging to join the appropriate grade. The CSPID learning programme will provide a framework for educators to design down to ensure that there is a smooth transition into the SID learning programme.

The introduction of this Learning Programme within the National Curriculum Statement is aimed at strengthening of respect for human rights, fundamental freedoms and human diversity. It will provide learners in ordinary and in special schools across the range of competencies and aptitudes with conditions that ensure dignity, promote self-reliance and facilitate active participation in the school and in the community and offer the opportunity to obtain a recognised and accredited statement of achievement.

## 1.2. Overview

Through the policy document the Minister of Basic Education will be able to prescribe the minimum norms and standards for differentiated education in the General Education and Training band.

The following legal framework will be adhered to:

- (i) The United Nations Convention on the Rights of People with Disabilities adopted by the United Nations general Assembly on 13 December 2006 and ratified by the South African parliament on 5 June 2007;
- (ii) The White Paper on the Rights of Persons with Disabilities (2015);
- (iii) The National Education Policy Act (Act 27 of 1996);
- (iv) The South African Schools Act (Act 84 of 1996);
- (v) The National Curriculum Statement, Grades R to 12 (2011);
- (vi) The South African National Curriculum Framework for Children from Birth to Four (2015);
- (vii) National Early Learning and Development Standards for Children Birth to Four Years (NELDS) (2009);
- (viii) Section 11 of the Children's Act (Act 31 of 2005);
- (ix) Chapter 5, section 76 of the Children's Act as amended (2007);
- (x) Education White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- (xi) Continuing Education and Training Act (2006 as amended by Act No 3 of 2012 and Act No 1 of 2013);
- (xii) Standards and Quality Assurance for General and Further Education and Training (June 2008, Revised April 2013);
- (xiii) Umalusi's Quality Assurance of Assessment: Directives, Guidelines and Requirements;
- (xiv) Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2014);
- (xv) Policy on Screening, Identification, Assessment and Support (SIAS) (2014);
- (xvi) Guidelines for Responding to Diversity in the Classroom (2012);
- (xvii) National Protocol on Assessment (2011), specifically Chapter 9;
- (xviii) National Policy Pertaining to Promotion and Progression Requirements (2011);
- (xix) Learning Programme for Children with Severe to Profound Intellectual Disability.

### 1.3. General aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with Severe Intellectual Disability

- (a) The National Curriculum Statement Grades R to 9 gives expression to the knowledge, skills, values and attitudes worth learning in South African schools. This curriculum aims at removing the barriers that make it difficult for learners with moderate to severe

intellectual disability and learning difficulties to access the curriculum. It will enable them to acquire and apply knowledge and skills in ways that are meaningful to their own lives. In this regard, the curriculum promotes knowledge in local contexts, while being sensitive to global imperatives.

(b) The Curriculum and Assessment Policy Statement (CAPS) Grades R to 5 for learners with Severe Intellectual Disability serves the purpose of:

- Equipping learners, irrespective of their socio-economic background, race, gender, physical ability or intellectual ability, with the knowledge, skills and values necessary for self-fulfilment, and meaningful participation in society as citizens of a free country;
- Facilitating the transition of learners from education institutions to either protective or open employment;
- Providing employers with a sufficient profile of a learner's competences;
- Being sensitive to issues of diversity such as poverty, inequality, race, gender, language, age, and other factors;
- Valuing indigenous knowledge systems: acknowledging the rich history and heritage of this country as important contributors to nurturing the values contained in the Constitution; and
- Credibility, quality and efficiency: providing an education that is comparable in quality, breadth and depth to those of other countries.

(c) The curriculum is based on the following principles:

- Social transformation: ensuring that the educational imbalances of the past are redressed, and that equal educational opportunities are provided for all sections of the population;
- Active learning: encouraging an active approach to multi-sensory learning;
- Attainment of realistic, but high knowledge and skills levels: the minimum standards of knowledge and skills to be achieved at each grade are specified and set high, achievable standards in all subjects;
- Progression: content and context of each grade shows progression from simple to complex;
- Human rights, inclusivity, environmental and social justice: infusing the principles and practices of social and environmental justice and human rights as defined in the Constitution of the Republic of South Africa.

(d) Inclusivity should become a central part of the organisation's planning and teaching at each school. All teachers should have a sound understanding of how to recognise and address severe intellectual barriers to learning, and how to plan for diversity. The key to

managing inclusivity is ensuring that barriers are identified and addressed by all the relevant support structures within the school community, including teachers, District-Based Support Teams, School-based Support Teams, parents and Special Schools as Resource Centres. To address barriers in the classroom, teachers should use various curriculum differentiation strategies such as those included in the Department of Basic Education's Guidelines for Responding to Learner Diversity in the Classroom (2011).

#### 1.3.1. The aims of the Curriculum and Assessment Policy Statement Grades R to 5 for learners with severe intellectual disability

The specific aims of the CAPS Grades R to 5 for learners with Severe Intellectual Disability are to:

- Give recognition to learners who would follow the curriculum, irrespective if they meet the requirements and achieve the competencies as specified in the learning programmes;
- Provide a foundation of quality, standardised general education which will suit the needs of these learners and help prepare them to be more independent and better equipped for life after school. It may also enable the learners to enter a Technical Occupational curriculum;
- Promote Lifelong learning to enable learners to continue with further learning and skills development in sheltered or open employment;
- Prepare learners to function better in a fully inclusive society and employment; and
- Provide employers with a profile of the learner's competence.

##### 1.3.1.1. Learners successfully completing the curriculum will be able to:

- Identify, select, understand and apply knowledge to the intended purpose and identify solutions to problems in the field of study;
- Demonstrate the necessary applied knowledge and skills identified for competence in a subject, as specified in the curriculum;
- Demonstrate knowledge and skills gained for purpose of formal communication and basic numerical operations;
- Use technology effectively and
- Demonstrate entrepreneurial skills that will enable them to create their own work in the contexts in which they live.

#### 1.4. Subjects and time allocation

Instructional time for the Learning Programmes is 27½ hours in a five day cycle;

<b>Subjects</b>		<b>Time</b>
<b>General Education</b>		
<b>Languages</b>		5 – 14 years = 10 hours
Home Language		14 – 18 years = 6 hours
First additional language		14 – 18 year = 2 hours
<b>Mathematics</b>		5 – 14 years = 5 hours
		14 – 18 years = 3 hours
<b>Life Skills</b>	Life Skills – Personal and Social Wellbeing	5 – 14 years = 8 hours
		14 – 18 years = 5 hours
	Physical Education	1 hour
	Creative Arts	5 – 14 years = 3½ hours
		14 – 18 years = 1 hour
Natural Sciences		1½ hours
<b>Skills subjects</b>		14 – 18 years = 8 hours

<b>Subjects</b>	<b>Time</b>
<b>CAPS Grades R to 5 for learners with severe intellectual disability: Electives</b>	
Agricultural Studies	8 hours
Art and Crafts	
Civil Technology: Bricklaying and Plastering	
Civil Technology: Plumbing	
Civil Technology: Woodworking and Timber	
Consumer Studies: Food Production	
Consumer Studies: Needlework	

Hospitality Studies  Mechanical Technology: Body Works: Panel Beating and or Spray Painting  Mechanical Technology: Motor Mechanics  Mechanical Technology: Welding  Office Administration  Personal Care: Ancillary Health Care  Personal Care: Beauty and Nail Technology  Personal Care: Hairdressing and Beauty Care  Service Technology: Maintenance	
<b>Total: General and Skills subjects</b>	<b>27½</b>

The following table proposes the learner progression across the years in the curriculum.

Grades R – 3	Grades 4 – 5
General Education  Home Language   Mathematics  Life Skills <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> </ul>	General Education  Home Language  First Additional Language  Mathematics  Life Skills <ul style="list-style-type: none"> <li>- Personal and Social wellbeing</li> <li>- Physical education</li> <li>- Creative arts</li> <li>- Natural Sciences</li> </ul> Skills subjects  A minimum of 3 skills and maximum of 4 skills

## 2. SECTION 2: INTRODUCTION TO CREATIVE ARTS

### 2.1. What is Creative Arts?

Creative Arts is part of the Life Skills Curriculum where learners are exposed to dance, drama, music and visual arts. The purpose of this subject is to develop learners as creative, imaginative individuals with an appreciation of the arts. The subject provides opportunities for learners to give expression to their feelings, individually and in collaboration with others. It creates a foundation for balanced creative, cognitive, emotional and social development. It is therefore important to provide learners with a safe and supportive environment to explore, experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance where learners feel creative and can develop skills and interpret their world in unique and creative ways.

### 2.2. Specific Aims:

- To provide learners with the opportunity to express their feelings through music, dance, drama and visual arts.
- To encourage learners as creative, imaginative individuals with an appreciation of arts.
- To help improve language and reduce education dropout levels.
- To provide basic knowledge and skills to be able to participate in creative activities.
- To help develop learners' self- confidence and self- esteem.

### 2.3. Explaining the Creative Arts learning programme

Creative Arts is studied in two parallel and complementary streams, namely Visual Arts and Performing Arts.

#### **Visual arts and Performing arts (dance, drama, music).**

It is encouraged that learners are exposed to both streams of study

#### 2.3.1. Visual arts

Visual Arts provides the learner with an opportunity to discover through play, while developing skills and techniques. Visual Arts encourages an awareness of art elements and design principles found in the natural and the built environment, and enriches the learner's personal experience of the world. Opportunities are provided for social, emotional and intellectual development, and through non-verbal expression and the process of creating art, the learner comes to understand



symbolic language. The focus of the learning should be on the development of skills through enjoyable, experiential processes, rather than on working towards highly polished products in each term.

**The content, concepts and skills are organised according to three topics for Visual Arts:**

- Visual literacy
- Create in 2D
- Create in 3D

### 2.3.2. Performing arts

While Performing Arts recognises African arts practice, integration with other subjects is fundamental. There are many complementary and overlapping areas of practice in music and dance and the focus is on the inclusive nature of the arts. Since the nature of integrated arts practice is such that it may be difficult to develop specialised skills in the classroom within the allocated time, it is suggested that the learners wanting to specialise in a particular musical instrument or in a particular dance form, take extra-mural classes for this purpose. Classroom performances of short examples of learning should take place in a nonthreatening environment, where the contribution of each learner is valued and acknowledged.

**The concepts, content and skills are divided into the following distinct topics for Performing Arts:**

**Grade R and Grade 1:**

- Creative games and skills

**Grade 2 and Grade 3:**

- Creative games and skills
- Improvise and create

**Grade 4 and Grade 5**

- **Warm up and play** – preparing the body and voice, and using games as tools for learning skills;
- **Improvise and create** – using arts' skills spontaneously to demonstrate learning, individually and collaboratively;

- **Perform and reflect** – learning the language of the art form, and interpreting and performing artistic products in the classroom

#### 2.4. Teaching Approach in Creative Arts

The approach to teaching in Creative Arts should be explorative, experimental, experiential and encouraging. A safe and supportive environment should be created for learners to work in an atmosphere of openness and acceptance. Planning should cater for a variety of learning styles and space should be created for the new ideas that learners invariably bring. Teaching needs to be encouraging, enthusiastic, perceptive and constructive.

The development of skills in each art form is essential for progression. Skill building in Creative Arts requires regular practice. Learning in the arts is circular rather than linear. Many of the same activities or exercises are repeated each year with increasing complexity.

#### 2.5. Time allocation

Three (3) hours 30 minutes per week is allocated to Creative Arts for learners in Grade R to Grade 3 . One hour per week is allocated to learners in Grade 4 and 5.

<b>GRADE R-3</b>	<b>GRADE 4-5</b>
5-14 Years: 3H30min	14 -18 Years: 1hour

#### 2.6. Topics:

<b>Topics</b>	<b>Grade R-3</b>	<b>Grade 4-5</b>
Performing arts	Creative games and skills	Warm up and play
	Improvise and create	Improvise and create
		Perform and reflect
Visual arts	Create in 2D	Create in 2D
	Create in 3D	Create in 3D
	Visual literacy	Visual literacy

## 2.7. Sequencing and progression

- A suggested order for the topics is provided
- Begin from the known to the unknown
- Introduce less familiar topics and skills later.
- The sequence of the topics can be changed, but teachers should pay attention to the progression and level at which the topic is addressed

## 2.8. Resources

The following is offered as a guideline for resources in the different art forms:

- A qualified teacher for Creative Arts.
- Open space
- Found or made musical instruments, including drums/tambourine
- Audio equipment and audio visuals with a range of suitable music.
- CD player with a range of suitable music
- Charts of musical notes/substitutes such as animals representing notes values
- Props, including cans, stones, newspapers, materials, chairs balls and a large variety of different sized and shaped objects
- Recycling material e.g. ice cream sticks, containers, etc.
- Tables and chairs

## 2.9. Infrastructure, equipment and finances

Schools must ensure that teachers have the necessary infra-structure, equipment and financial resources for quality teaching and learning.

### 2.9.1. Infrastructure

- A fully equipped classrooms to instruct Visual Arts and Performing Arts
- Creative Arts educators should always adhere to the Occupational Health and Safety measures in the classroom at all times.

## 2.9.2. Equipment

The following recommended equipment must be stored securely

Visual Arts	Performing Arts
<ul style="list-style-type: none"> <li>• Paints (powder, tempera)</li> <li>• Paint brushes</li> <li>• Coloured inks</li> <li>• Crayons</li> <li>• Pencils (all types)</li> <li>• Koki pens</li> <li>• Pastels</li> <li>• Charcoal</li> <li>• Earthenware</li> <li>• Beads</li> <li>• Sequins</li> <li>• Ribbons</li> <li>• Cotton</li> <li>• Wood</li> <li>• Glue</li> <li>• Paper e.g. shredded paper</li> <li>• Charts</li> <li>• Canvas</li> <li>• Drawing boards</li> <li>• Recycled material e.g. wood, wire, tires, plastic, cloth, etc.</li> <li>• Mirrors</li> <li>• Water</li> <li>• Photocopies of things</li> <li>• Food colouring</li> <li>• Dough</li> <li>• Clay</li> <li>• Plasticine</li> <li>• Chalk</li> </ul>	<ul style="list-style-type: none"> <li>• Homemade Instruments:               <ul style="list-style-type: none"> <li>- Rhythmic sticks</li> <li>- Shakers</li> <li>- Bells</li> <li>- Wooden sandpaper</li> <li>- Membranophones (plastic or metal container covered by a plastic lid)</li> <li>- Chordophones (stretching rubber band over empty plastic or cardboard)</li> <li>- Aero-phones (empty glass bottles/ tubes of bamboo)</li> </ul> </li> <li>• Musical instruments:               <ul style="list-style-type: none"> <li>- Guitar</li> <li>- Strings</li> <li>- Trumpets</li> <li>- Drums, e.g. hand drum, bongo drum, tambourine, Cow bell, Djembe drum</li> <li>- Two-tone woodblock</li> <li>- Flutes, e.g. pan flute, reed flute, etc.</li> <li>- Marimba</li> <li>- Key board</li> </ul> </li> <li>• Other               <ul style="list-style-type: none"> <li>- Floor comforters/mats</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• Chalk pastels</li> <li>• Costumes and props</li> <li>• Scissors</li> <li>• Staplers</li> <li>• Material suitable for 3D work</li> <li>• Other material and furniture <ul style="list-style-type: none"> <li>- Art knife</li> <li>- Colour Wheel</li> <li>- Standard floor easel</li> <li>- Acetate roll</li> <li>- Tracing paper</li> <li>- Foamcor white sheets</li> <li>- Cardboards</li> <li>- Scalpel Chris</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- Stage/classroom space/open space</li> </ul>
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### 2.9.3. Finances

#### **Budget and inventory**

A budget must be allocated for the subject. The amount will be determined by the number of learners taking the subject across all the years and the nature of the practical work required as stipulated in the curriculum. The budget needs to be revised annually and must consider all resources needed per year. The funding must make provision for maintenance of equipment and the replacement over the years.

A stock inventory must be maintained by the teacher and verified annually by a Senior Management Team member.

### 2.10. Career opportunities

The aim of Creative Arts in the curriculum is to support the development of the learner as a whole; mind body and spirit. Creative arts may be valuable in careers such as

- Acting
- Singing
- Dancing

- Work Painting
- Make-up Artist

### 3. SECTION 3: OVERVIEW OF VISUAL ARTS SKILLS PER GRADE, PER TERM AND TEACHING PLANS

#### 3.1. Content overview of Visual Arts skills

The table below indicates the visual arts skills in the Creative Arts learning programme in Grade R – Grade 5.

##### 3.1.1. Grade R

Grade	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade R: 1st year</b>	<b>Week 1</b>	3D: Build structure with wooden blocks, e.g. jungle gym	2D: Identify different textures on a picture e.g. rough or smooth by painting with strawberry jelly 3D: Create a 3D article using edible food e.g. make a fruit kebab with two fruits on a stick	2D: Create a picture of a family using a template and photos or pictures of a family 3D: Create a family tree with photos or pictures of a family	2D: Create a 2D picture using a paper plate and coloured paper e.g. create a picture of the sea with fishes in the sea 3D: Create a 3D article using a paper plate e.g. make a jellyfish using paper plates and different colours of ribbon
	<b>Week 2</b>	2D: Patterns on paper, e.g. thumb prints 3D: Paste 3D objects, e.g. create a nature box	2D: Patterns on glass e.g. create free hand patterns/shapes with shaving cream on a mirror/glass 3D: Create a 3D article using recycled materials e.g.	2D: Create a wall painting with family members on the picture 3D: Create and decorate a 3D article to celebrate a birthday e.g. create and decorate a birthday hat	2D: Create a 2D picture using paper plates e.g. create a picture of fishes in the sea using paper plates 3D: Create a 3D article using recycled materials e.g.

Grade	Week	Term 1	Term 2	Term 3	Term 4
			make a spyglass with a paper cup and toilet roll		create a boat using an empty juice box
	<b>Week 3</b>	2D: Painting on big paper, e.g. painting of the learner with a sponge on newspaper sheets 3D: Create a 3D article with edible food e.g. Make face biscuits	2D: Revise the sense of smell e.g. make a fragrant flower craft 3D: Create a 3D article to revise the sense of hearing e.g. create and decorate a listening tube using an empty paper roll	2D: Create a 2D article using shapes e.g. create a picture of a house using shapes 3D: Create a 3D article using recycled materials e.g. create a hut with empty tins and grass	2D: Create a 2D picture using paper plates e.g. make a cat using paper plates 3D: Create a 3D article using paper cups e.g. make a dog with paper cups
	<b>Week 4</b>	2D: Drawing on sandpaper e.g. draw a picture of the learner with sandpaper and paint 3D: Create a 3D article with waste material e.g. make lollipop faces	2D: Create a picture depicting the five senses 3D: Create a 3D article depicting the five senses e.g. create a feely glove using different materials inside the glove	2D: Create a 2D article using shapes and different materials e.g. create a picture of a house using shapes and different materials 3D: Create a stacking house using blocks	2D: Create a 2D picture using paper plates e.g. make a pet face using paper plates 3D: Create a 3D article using a clothes peg e.g. create a fish using a peg
	<b>Week 5</b>	2D: draw a face using a variety of art materials e.g. draw a face using cup cake liners 3D: Drawing emotions e.g. draw emotions using paper plates and ice cream sticks	2D: Create patterns on paper e.g. create a picture with apple print on white paper. 3D: Create a 3D article depicting healthy habits using recycled material e.g.	2D: Create a 2D picture using different shapes e.g. make a picture of a school bus using different shapes 3D: Create a 3D article using recycled materials e.g. create, paint and decorate a	2D: Create a 2D picture of an animal using a paper plate e.g. make a cat using a paper plate 3D: Create a 3D animal using recycled materials e.g.



Grade	Week	Term 1	Term 2	Term 3	Term 4
			make a fruit tree using toilet rolls and fruit loops	car using a recycled cardboard box	make a cow using an empty tin
	<b>Week 6</b>	2D: Build simple puzzles with 2-4 pieces 3D: Create a 3D article depicting emotions using recycled material e.g. pictures of emotions on toilet rolls	2D: Make patterns on paper e.g. create a picture of strawberries using handprints and paint 3D: Make a 3D article depicting fruit e.g. make a pine apple using a paper cup	2D: Create a 2D picture using coloured paper e.g. make a picture of a truck 3D: Create a 3D article using recycled materials e.g. create a steamboat using empty boxes and paper tubes	2D: Create a 2D picture of a farm animal using paper plates e.g. make a picture of a pig using paper plates 3D: Create a 3D article of a farm animal using recycled materials e.g. make a chicken with toilet paper rolls or cardboard loops
	<b>Week 7</b>	2D: Do scribble exercises e.g. do uncontrolled scribble exercised with thick crayons. 3D: Make 3D article using clay e.g. make clay balls using two different primary colours	2D: Make patterns on paper e.g. dip a carrot in paint and create patterns on white paper 3D: Make a 3D article depicting vegetables e.g. make peas in a pod using a paper plate and clay	2D: Create a 2D picture using a paper plate e.g. make a picture of a police car using a paper plate 3D: Create a 3D article using recycled materials e.g. create and decorate a car using an empty toilet roll	2D: Create a 2D picture of a wild animal using paper plates e.g. make a monkey using a paper plate 3D: Create a 3D article of a wild animal using recycled materials e.g. make a crocodile using egg cartons
	<b>Week 8</b>	2D: Patterns on paper e.g. use paper cups or stencils to make circles or other patterns on paper	2D: Make a colour wheel using a paper plate 3D: Make a 3D article using primary and secondary colours e.g. create and	2D: Create a 2D picture using primary and/or secondary colours e.g. make a picture of a red hen	2D: Create a 2D picture of a wild animal e.g. make a zebra face using a paper plate

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Create a 3D article using handprints e.g. make and paint handprint circles.	decorate a suncatcher using a paper plate	3D: Create a 3D article using recycled materials e.g. create a toilet roll apple	3D: Create and decorate a wild animal e.g. a spiral snake
	<b>Week 9</b>	2D: Patterns on paper e.g. create a picture with balloons and red/yellow/blue paint. 3D: Create a 3D article using edible food e.g. paint sugar cookies with primary colour icing	2D: Make a picture using fingerprint e.g. create a picture of umbrellas using paint, cotton wool and fingerprints 3D: Create a 3D article depicting primary and secondary colours e.g. create a rainbow using cardboard and cotton wool	2D: Create a 2D article using coloured paper e.g. create a picture of a rainbow Christmas tree 3D: Create a 3D article using a paper plate e.g. make a paper plate crown and use primary and/or secondary colours	2D: Create a 2D picture using patterns e.g. create a pattern on a big sheet of paper made by bubble wrap stomp painting 3D: Create a 3D article using rainbow colours e.g. make a glow in the dark jelly fish with paper plates and ribbon
<b>Grade R: 2<sup>nd</sup> year</b>	<b>Week 1</b>	3D: Build structure with plastic shapes, e.g. school building	3D: Create a 3D article with edible food e.g. fruit kebab with 3 fruits on a stick	2D: Create a 2D article using different shapes e.g. create a house with family members in the house using different shapes for the house and the family members 3D: Create a 3D article using popsicle/ice cream sticks e.g. create a photo frame using popsicle/ice cream sticks and put a	2D: Create a 2D picture of a water animal using a paper plate e.g. make an octopus using a paper plate 3D: Create a 3D water animal using polymer clay or salt dough e.g. create and decorate a polymer clay or salt dough fish

Grade	Week	Term 1	Term 2	Term 3	Term 4
				photo of family members in/on the frame	
	<b>Week 2</b>	2D: Punch holes and threading, e.g. school jersey 3D: Sow seeds in container, e.g.	2D: Create free hand drawings/paintings e.g. paint with instant pudding on a mirror 3D: Make a sensory ball with a balloon	2D: Make a picture of a house with family members in the house using collage 3D: Create a 3D article using recycled material e.g. make a mirror frame using a recycled CD	2D: Create a 2D picture of a water animal using recycled materials e.g. make a fish using a recycled CD 3D: Create a 3D article using a pool noodle e.g. make a boat using a pool noodle
	<b>Week 3</b>	2D: Make patterns using thumb prints e.g. create patterns with thumbs on big pieces of paper 3D: Create a 3D article using edible food e.g. make ginger bread faces	2D: Create a picture to revise the sense of taste e.g. make a picture of a tongue with different sweets pasted on the tongue 3D: Create a 3D article using recycled materials to revise the sense of hearing e.g. make and decorate shakers using empty containers	2D: Create a 2D bookmark e.g. create a bookmark using a picture of a house on the bookmark 3D: Create a 3D article using popsicle/ice cream sticks and fabric e.g. create a house using popsicle/ice cream sticks and fabric	2D: Create a 2D picture of a pet using recycled materials e.g. make a picture of fishes made with bottle caps 3D: Create a 3D article of a pet using paper cups e.g. make a dog using paper cups
	<b>Week 4</b>	2D: Build a face with cut out pieces 3D: Create a 3D article using recycled material e.g.	2D: Make a picture depicting the five senses using different materials e.g. ice cream sticks and wool	2D: Create a picture of a house looking like a big crayon	2D: Create a 2D picture of a pet using coloured paper e.g. make a picture of a rabbit

Grade	Week	Term 1	Term 2	Term 3	Term 4
		make a body with toilet rolls and paper plates.	3D: Create and decorate a texture box using different textures for each box	3D: Create a house using recycled material e.g. recycled cardboard boxes	3D: Create a 3D article of a pet using a stone e.g. make and decorate a frog using a stone
	<b>Week 5</b>	2D: Create faces depicting emotions e.g. create a happy and sad face using paper plates 3D: Create an article using plastic beads e.g. make a friendship bracelet	2D: Make patterns using fruit e.g. dip orange halves in paint and create a picture on white paper 3D: Create a fruit using recycled materials e.g. toilet paper rolls and pipe cleaners	2D: Create a picture using coloured material and shapes e.g. create a picture of a train using different colours and shapes 3D: Create a 3D article using recycled materials e.g. create, paint and decorate a train using toilet rolls	2D: Create a 2D picture of a farm animal using bubble wrap e.g. make a picture of a sheep using bubble wrap 3D: Create a 3D article of a farm animal using paper cups e.g. make different farm animals with paper cups
	<b>Week 6</b>	2D: Build a simple flat puzzle with 4-6 pieces 3D: Draw emotions on a 3D article e.g. draw emotions on balloons filled with play dough	2D: Make a picture of fruit using a paper plate e.g. make a kiwi fruit using a paper plate 3D: Create fruit using recycled materials e.g. create fruit using empty yoghurt containers and tissue paper	2D: Create a 2D picture using recycled materials e.g. create a picture of a hot air balloon using a cup cake liner 3D: Create a 3D article using recycled materials e.g. make a car using a big cardboard box and paper plates	2D: Create a 2D picture of a farm animal using paper plates e.g. a picture of a cow 3D: Create a 3D article of a farm animal using recycled materials e.g. make a chicken using an empty tin

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 7</b>	2D: Create a picture with starch finger paint 3D: Create a picture using pasta painted with primary colours	2D: Create a pattern using fruit e.g. make a potato stencil and create patterns on white paper 3D: Create fruit using cardboard e.g. create a pumpkin using cardboard and pipe cleaners	2D: Create a 2D article using a handprint e.g. make a picture of a police car using a handprint 3D: Create a 3D article using popsicle.ice cream sticks e.g. create an aeroplane using popsicle/ice cream sticks	2D: Create a picture of a wild animal from cut out pieces e.g. a hippo 3D: Create a 3D article of a wild animal using recycled materials e.g. make a giraffe using empty tins
	<b>Week 8</b>	2D: Create a picture using hand prints e.g. create a picture of a worm or a monster using hand prints 3D: Create an article using recycled materials e.g. make a train using egg cartons	2D: Make a rainbow using different materials e.g. colours of lint or cardboard and cotton balls 3D: Create an article using recycled materials e.g. make a suncatcher using bottle lids and tissue paper	2D: Create a 2D picture using a paper plate e.g. make a ladybug using a paper plate 3D: Create a 3D article using coloured paper e.g. create and decorate a chain necklace	2D: Create a picture of a wild animal using a hand print e.g. make a picture of a camel using a handprint 3D: Create a 3D article of a wild animal using clothe pegs e.g. make and decorate a giraffe using clothe pegs
	<b>Week 9</b>	2D: Create patterns on paper e.g. create patterns with the wheels of trucks and red/yellow/blue paint 3D: Create a 3D article using edible food e.g. decorate	2D: Make a picture of a fish using a paper plate 3D: Make a 3D article using primary and secondary colours e.g. make a necklace using macaroni or plastic tubes	2D: Create a 2D picture using collage e.g. create a rainbow clover using collage 3D: Paint sea shells different rainbow colours	2D: Create a 2D picture with rainbow colours e.g. create a pattern on white paper with a rolling pin and bubble wrap 3D: Create a 3D article using rainbow colours e.g.

Grade	Week	Term 1	Term 2	Term 3	Term 4
		cup cakes with primary colour icing			make a glow in the dark pasta necklace
Grade R: 3 <sup>rd</sup> year	<b>Week 1</b>	3D: Build structure with cardboard boxes, e.g. school building	3D: Create a 3D article with edible food e.g. make a fruit kebab with 4 fruits on a stick	2D: Create a 2D picture with handprints e.g. create a family tree using different colours of handprints 3D: Create a 3D article using recycled materials e.g. create a family using toilet rolls and pipe cleaners	2D: Create a 2D picture of a water animal using a paper plate e.g. make a picture of fishes in the sea made with paper plates 3D: Create a 3D article of a water animal using different materials e.g. make a jellyfish using tissue paper and ribbon
	<b>Week 2</b>	2D: Punch holes and paste circles on paper 2D: Use shapes to create a model of a school 3D: Create a display for a classroom door using handprints of the learners in the class	2D: Create a picture using finger prints e.g. make a balloon on white paper using fingerprints 3D: Make a 3D musical instrument e.g. make a guitar with a paper plate	2D: Create a picture of a house and family member using corresponding colours 3D: Create a 3D article using decoupage e.g. create a family picture block using decoupage	2D: Create a 2D picture of a water animal e.g. make a picture of fishes using shades of the same colour 3D: Create a 3D article using a paper cup e.g. make a light house using a paper cup
	<b>Week 3</b>	2D: Create a picture using melted crayons and paint. 3D: Create a 3D article using edible food e.g. make	2D: Make a texture hand e.g. trace and colour a hand and paste different textures on the fingers	2D: Create a picture of a house with different rooms in the house using a cut out house	2D: Create and decorate a picture of a pet e.g. make a picture of a bird and decorate the bird with feathers

Grade	Week	Term 1	Term 2	Term 3	Term 4
		a face or body using edible food	3D: Create a 3D musical instrument of recycled material e.g. make and decorate a rainstick using an empty paper towel roll	3D: Create a 3D article using a paper bag e.g. create and decorate a paper bag house	3D: Create a 3D article of a pet using paper plates e.g. make a bird using paper plates and ribbon
	<b>Week 4</b>	2D: Create a picture using handprints e.g. create a picture of the learner using his/her own painted hands and feet 3D: Create a 3D article using recycled material e.g. make a first aid kit using a shoe box	2D: Make a texture man using different materials 3D: Make a sensory book with cardboard and different textures	2D: Create a 2D picture using different materials e.g. create a picture of a hut using different materials 3D: Create a 3D article using recycled material e.g. create a house using a recycled milk carton	2D: Create a picture of a pet using a handprint e.g. make a picture of a bird using a hand print 3D: Create a 3D article of a pet using pipe cleaners e.g. make aameleon using pipe cleaners
	<b>Week 5</b>	2D: Create a self portrait using natural materials e.g. leaves, sticks and stones 3D: Create a face using stones	2D: Create a pattern using thumb prints e.g. create a picture of grapes on white paper 3D: Create a fruit using recycled materials e.g. make fruit with toilet paper rolls, tissue paper and pipe cleaners	2D: Create a 2D picture using a footprint e.g. create a picture of a train using a footprint and paint 3D: Create a 3D article using recycled materials e.g. create, paint and decorate a school bus using an empty milk carton	2D: Create a picture of a farm animal using cotton wool e.g. make a picture of a sheep using cotton wool for the wool 3D: Create a 3D article of a farm animal using polymer clay e.g. make a cow using polymer clay

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 6</b>	2D: Build a simple flat puzzle with 8-10 pieces 3D: Create a self-portrait using play dough	2D: Make a picture of a fruit using collage e.g. a strawberry 3D: Create a 3D article using edible food e.g. make a necklace using froot loops	2D: Create a 2D picture using recycle materials e.g. create a picture of hot air balloons using buttons 3D: Create a 3D article using recycled materials e.g. make a space shuttle using a toilet roll	2D: Create a picture of a farm animal using rolled paper e.g. a peacock 3D: Create a 3D article of a farm animal using polymer clay e.g. a sheep using polymer clay
	<b>Week 7</b>	2D: Create a picture using paint and sand. 3D: Make paper lanterns using different primary colours	2D: Create patterns using vegetables e.g. make a celery and potato stencil and create patterns on white paper 3D: Create a 3D article of a vegetable e.g. create a radish using tissue paper	2D: Create a picture of a boat using different colours of paper and/or different materials 3D: Create a 3D article using popsicle/ice cream sticks e.g. create and decorate a boat using popsicle/ice cream sticks	2D: Create a 2D picture of a wild animal using a paper plate e.g. make a picture of a rhino from a paper plate and cut out pieces 3D: Create a 3D article of a wild animal using coloured folded paper e.g. a snake
	<b>Week 8</b>	2D: Make a paper plate colour wheel. 3D: Create a 3D article using different materials e.g. make a doll using wool with primary colours and clothing pegs.	2D: Make a picture using primary and secondary colours e.g. make a picture of a bird using a footprint and feathers 3D: Create a 3D article using recycled material e.g.	2D: Create a 2D picture using recycled materials e.g. make a picture of a flower using a cup cake liner 3D: Create a 3D article using a paper plate e.g. make a chicken using a paper plate	2D: Create a picture of a wild animal using a paper plate e.g. make a lion picture using a paper plate 3D: Create a 3D article of a wild animal using pipe cleaners e.g. spiders



Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Make a paper-maché pot and paint it with primary colours	make a sun catcher using recycled CD's		
	<b>Week 9</b>	2D: Create patterns e.g. create a pattern with a rolling pin and red/yellow/blue paint 3D: Create a 3D article using edible food e.g. make rainbow sugar cookies	2D: Create and decorate a picture of the letter of the alphabet using primary and secondary colours 3D: Create a 3D article using primary and secondary colours e.g. make a paper chain and a pot of gold using different colours	2D: Create a 2D picture using paper plates e.g. make a picture of fishes in the sea using paper plates and primary colour 3D: Create a 3D article using salt dough e.g. make a wall ornament using salt dough and paint it with primary colours	2D: Create a picture using different shapes and bubble wrap 3D: Create and decorate a salt clay ornament

### 3.1.2. Grade 1

Grade	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 1: 1st year</b>	<b>Week 1</b>	2D: Draw from a template and decorate e.g. draw a crayon from a template and decorate the crayon with a picture of themselves 3D: Create a 3D article using recycled materials e.g. build a school building with different sizes of boxes	2D: Create a picture using different shapes and different colours e.g. make different houses with coloured shapes and draw the reflection on the bottom of picture 3D: Create a 3D article using recycled materials e.g. make and decorate a ginger bread house using a brown paper bag	2D: Create picture depicting healthy habits e.g. trace hands, draw and colour dirt on 2 hands and soap on the other 2 hands 3D: Create a 2D article depicting healthy habits e.g. create a chef's hat	2D: Create a picture using collage e.g. make a picture of a jellyfish suncatcher using collage and ribbon 3D: Create a 3D article using recycled material e.g. make a model of a sailboat with fabric attached to a stick
	<b>Week 2</b>	2D: Make patterns on paper e.g. paint with Lego blocks on white paper 3D: Make and decorate a birthday crown using a paper plate	2D: Make a picture with edible paint and handprints 3D: Create and decorate a 3D article using small rocks and stones e.g. create and decorate a house using small rocks and stones	2D: Create a 2D picture using collage e.g. paste fruit and vegetables on a paper to create a picture showing healthy food 3D: Create a 3D article showing a healthy habit with recycled materials e.g. make a model of teeth using egg cartons	2D: Create a picture using a collage of natural materials e.g. make a collage of a water tortoise using natural materials like sticks and stones 3D: Create a 3D article using recycled materials e.g. make a fish using a water bottle

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 3</b>	2D: paint with watercolour e.g. paint freely with a big brush on paper or newspaper 3D: Decorate a 3D article using recycled materials e.g. decorate a tin for storage of crayons	2D: Create a picture of a home e.g. make a shoe house of felt 3D: Make a 3D article using edible food e.g. make an easy gingerbread house with crackers and sweets	2D: Create a picture using handprints of a plant or seed e.g. create a picture of the parts of a plant using different colours of handprints 3D: Create a 3D article using recycled materials e.g. create a pot plant holder using a tin and pegs	2D: Create a picture using natural materials e.g. make houses using driftwood 3D: Make a 3D article using a brown paper bag e.g. make a house using a brown paper bag and display the houses on a string
	<b>Week 4</b>	2D: Create a picture using body parts e.g. colour and cut out a picture with body parts and attach the body parts with pins 3D: Create a 3D article using polymer clay e.g. create a model of a boy/girl out of polymer clay and paint it	2D: Make a picture using the art of handprints e.g. create a picture of a grandfather using handprints 3D: Create a 3d family e.g. make a family using clothes pins and small scraps of fabric	2D: Create a picture of a flower of a plant using different materials e.g. create a picture of a flower using cotton buds and pipe cleaners 3D: Create a 3D article using recycled materials e.g. create a plant holder using an empty cold drink bottle	2D: Create a picture with patterns using primary colours e.g. make a picture of a rainbow with primary colours using bubble wrap printing 3D: Create a 3D article using recycled material e.g. fold the pages of a telephone directory in half to create a hut
	<b>Week 5</b>	2D: Create a mask depicting emotions	2D: Make a family using popsicle sticks and fabric	2D: Create a picture of a plant, fruit or vegetable using collage e.g. make a	2D: Create a picture of a pet using paper plates e.g. a dog

Grade	Week	Term 1	Term 2	Term 3	Term 4
		3D: Paint stones with different emotions	3D: Create a pebble family, paint and decorate the pebble family	picture of an apple using coloured paper 3D: Create a 3D article using salt dough e.g. use salt dough and imprint with seeds, plant or shells to make a miniature ornament	3D: Create a 3D article using recycled and natural material e.g. make a bird cage and a bird using carton, paper and feathers
	<b>Week 6</b>	2D: Create emotions flashcards 3D: Build a 3D construction using Lego blocks e.g. build a house with Lego blocks	2D: Make patterns using potato print e.g. make a tree using the potato print of a leaf to create the leaves of the tree 3D: Create 3D robot using an ice cream stick for the pole	2D: Create a picture of a fruit using bubble wrap and paint 3D: Create a 3D article using banana peels e.g. make a dolphin or an octopus	2D: Create a picture of a pet using paper folding e.g. make a dog face using paper folding 3D: Create a 3D article of a pet e.g. make and decorate a paper spring dog
	<b>Week 7</b>	2D: Paint on cardboard using decoupage and paint 3D: Create polymer clay faces showing emotions	2D: Create a pattern using stencils e.g. create a pattern with paint and heart stencils 3D: Make a 3D article using edible food e.g. create a robot using crackers and sweets	2D: Create a picture of fruit using puffy paint e.g. a watermelon 3D: Create a 3D fridge magnet of fruit using polymer clay	2D: Create a 2D picture of a wild animal using recycled materials e.g. make a model of a giraffe using an empty paper towel roll cut in half 3D: Create a 3D article of a wild animal using recycled material e.g. make a crocodile using empty egg cartons

Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 8</b>	2D: make patterns using footprints e.g. create a picture of carrots using footprints 3D: Make a 3D article using primary colours e.g. make mirrors with primary colours	2D: Create a colour wheel umbrella and decorate with fingerprint rain 3D: Create a 3D article using recycled materials e.g. make and decorate a tug boat using a margarine container	2D: Create a picture of vegetables using wax crayons and black paint 3D: Create a 3D article using stones e.g. paint vegetable garden markers using stones	2D: Create a picture of a wild animal using pipe cleaners e.g. make a monkey using a picture of a monkey and pipe cleaner 3D: Create a wild animal using paper cups e.g. make a giraffe using painted paper cups
	<b>Week 9</b>	2D: Create patterns using different objects e.g. use brushes, combs, steel wool etc. 3D: Make a 3D article using primary and secondary colours e.g. make a brac	2D: Create a sunset using a collage of different colours 3D: Create a 3D article using paper and straws e.g. make a windmill using coloured paper and straws	2D: Create a folded picture of a vegetable e.g. a carrot 3D: Create a 3D article with edible food e.g. make a collage of a mealie/corn using popcorn	2D: Create a 2D picture of a farm animal using paper plates e.g. a paper plate cow 3D: Create a 3D farm animal using recycled materials e.g. make frog with egg cartons
<b>Grade 1: 2nd year</b>	<b>Week 1</b>	2D: Make a school bus with ice cream sticks 3D: Create a 3D article with recycled materials e.g. make a photo frame with ice cream sticks	2D: Create a picture using recycled materials e.g. make a picture of a house with an air balloon made of buttons 3D: Make and decorate a 3D house using recycled materials e.g. make and	2D: Create a 2D picture using shapes e.g. create a germ monster using different shapes 3D: Create a 3D article using polymer clay e.g. create :happy" teeth and a toothbrush using polymer clay	2D: Create a picture using a collage e.g. make a collage of a starfish using buttons or macaroni 3D: Create a 3D article using recycled materials e.g. make water bottle wind spirals

Grade	Week	Term 1	Term 2	Term 3	Term 4
			decorate a house using recycled bags		
	<b>Week 2</b>	2D: Create a article using handprints e.g. create a birthday card with hand prints  3D: Create a 3D article using recycled materials e.g. make and decorate a school building using brown paper bags	2D: Create a picture with edible paint e.g. a picture of flowers  3D: Create a 3D article using a jar e.g. make and decorate a house using a small jar	2D: Create a picture of teeth using paper and popsicle.ice cream sticks e.g. make a happy tooth and decorate the tooth with eyes and a mouth  3D: Create a 3D article using a popsicle/ice cream stick e.g. make and decorate a toothbrush with a popsicle/ice cream stick and paper	2D: Create a picture using the art of stained glass e.g. make a picture of a stained glass rain cloud  3D: Create a 3D water animal using recycled materials e.g. make a shark with a toilet roll and paper-maché
	<b>Week 3</b>	2D: Make a mystery picture with soap and watercolour  3D: Create a 3D article using duct tape e.g. make a pencil case using duct tape	2D: Create a picture of a family using waste material e.g. make a picture of a family using ice cream sticks for the bodies, pipe cleaners for arms and waste material for clothes  3D: Create a 3D article using edible food e.g. make and decorate a	2D: Create a picture of plants and seeds using recycled materials e.g. make a flower using a popsicle/ice cream stick and a cup cake liner  3D: Create a 3D article using recycled materials e.g. make a pot plant holder using toilet paper rolls and brown paper	2D:Create a picture telling a story using natural materials e.g. make a picture of the three houses of the pigs using paper, sticks, straw and small bricks  3D: Create a 3D house using recycled materials e.g. make and decorate a miniature house using an empty match box

Grade	Week	Term 1	Term 2	Term 3	Term 4
			gingerbread house using cookies and sweets		
	<b>Week 4</b>	2D: Draw or add accessories on a photo 3D: Create a 3D article using polymer clay e.g. create a group of people and paint it	2D: Create a picture of a family member e.g. colour a picture of a grandmother and decorate it with glasses from pipe cleaners and hair from wool 3D: Create puppets using match box covers	2D: Create a 2D picture with patterns e.g. make a picture of flowers using a fork and paint 3D: Create a 3D article using recycled materials e.g. use a 2liter cold drink bottle to make a pot plant container and decorate the bottle	2D: Create a picture using bubble wrap printing e.g. make patterns on fabric using bubble wrap printing 3D: Make a 3D article using folding paper e.g. make a tree or people by folding paper
	<b>Week 5</b>	Draw pictures of emotions e.g. cut out faces from magazines with emotions and paste it on a big paper 3D: Create a 3D article using recycled materials e.g. create a friendship bracelet using buttons and string	2D: Make a photo puzzle from family members using popsicle sticks 3D: Create a family using clothe pins and scraps of fabric	2D: Create a picture of plants or seeds using seed mosaic 3D: Create a 3D article using polymer clay e.g. make and decorate a mushroom using polymer clay and paint	2D: Create a picture of a pet using paper plates e.g. make a picture of a cat 3D: Create a 3D article of a pet using carton e.g. a cat
	<b>Week 6</b>	2D: Create an emotion wheel or mood meter 3D: Create a 3D article using Lego blocks e.g.	2D: Create a picture using finger prints e.g. create a tree with blossoms	2D: Create a 2D picture using a handprint e.g. create a picture of a fruit	2D: Create a picture of a pet using paint and a handprint e.g. a rabbit

Grade	Week	Term 1	Term 2	Term 3	Term 4
		build a construction with wheels with Lego blocks	3D: Make road signs using popsicle sticks and recycled materials	using a handprint and paint 3D: Create a 3D article using edible food e.g. make fruit salad	3D: Create a 3D article of a pet using coloured paper e.g. make a fish tank with fishes using coloured paper and carton
	<b>Week 7</b>	2D: Paint pictures using different materials e.g. paint a picture with leaves, sponges, rope etc. attached to pegs 3D: Create a 3D article with polymer clay e.g. make a fridge magnet with polymer clay showing emotions	2D: Paint pictures with paint and straws e.g. make monsters by blowing paint with straws 3D: Create a 3D article using edible food e.g. make a fire truck using cookies and sweets	2D: Create a 2D picture using fingerprinting e.g. create a card with a fruit picture using fingerprinting 3D: Create a 3D article using edible food e.g. make a fruit loop bracelet or necklace	2D: Create a picture of a wild animal using paper plates e.g. make and decorate a hippo using 2 paper plates 3D: Create a 3D article of a wild animal using recycled material e.g. make spiders using empty egg cartons and pipe cleaners
	<b>Week 8</b>	2D: Create a picture using footprints e.g. create a picture of a duck using footprints and primary and secondary colours 3D: Create a 3D article using glass beads e.g. make an easy bracelet using glass beads with primary colours	2D: Make a colour wheel collage using recycled materials 3D: Create a sequence ball e.g. using a polystyrene ball, beads and sequences	2D: Create a card or gift wrap using potato printing 3D: Create 3D vegetables using popsicle/ice cream sticks	2D: Create a picture of a wild animal using paper plates e.g. make a picture of a lion or a leopard 3D: Create animal track stamps e.g. using a sponge to make an animal track



Grade	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 9</b>	2D: Create patterns using primary and secondary colours e.g. create patterns with paint and corn 3D: Create a 3D article using primary and secondary colours e.g. make a glass mobile using primary and secondary colours	2D: Create an art projects with colours and lines 3D: Create, colour and decorate a 3D folded hat	2D: Create a picture, card or gift wrap using celery or potato print 3D: Create a 3D article using edible food e.g. decorate a brown paper bag filled with popcorn	2D: Create a picture of a farm animal using fingerprint art e.g. make a picture of a sheep using finger prints 3D: Create a 3D farm animal using cotton wool and clothes pegs e.g. a sheep with cotton wool and pegs

### 3.1.3. Grade 2

Grade	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 2: 1st year</b>	<b>Week 1-3</b>	2D: Create a picture using a footprint e.g. create a community vehicle using a footprint 2D: Create pictures of fire fighters using paper and paint	2D: Make a string print/ stencil print e.g. use string, card board, liquid, glue, paper and paint to create a picture of the sun 2D: Create a picture using finger prints e.g. make a card with Christmas lights using fingerprints	2D: Create a picture using different shapes e.g. build a picture of a truck using different shapes 3D: Group activity: build, paint and decorate a train station with trains	2D: Create a picture using primary and secondary colours e.g. make a picture of sailboats on water 3D: Create a 3D article using recycled materials e.g. make a ocean in an egg carton
	<b>Week 1-3</b>	3D: Construct a community centre e.g. police station 3D: Build a fire truck using chairs and card board boxes 3D: Create a 3D article using recycled materials e.g. make a police radio using an empty juice carton	3D: : Make and decorate a tree depicting the four seasons using card board 3D: Make a tree using different colours of cardboard	2D: Create a picture using recycled materials e.g. make a picture of a helicopter using a cupcake liner 3D: Create a 3D article using recycled materials e.g. make a helicopter using egg cartons, paint and carton	2D: Create a picture using ice painting 3D: Create a 3D article using recycled materials e.g. make a water well using recycled milk cartons
	<b>Week 4-5</b>	2D: Draw and paint pictures about “what my body needs” e.g. make a poster with a slogan “what do I need to survive	2D: Paint a picture of a fish using a variety of media e.g. finger painting 2D: Create a picture of a sea animal using hand	2D: Create a picture using collage e.g. make a collage of pictures depicting safety rules	2D: Create a picture with handprints e.g. Make colourful handprints of nine different colours on A3 paper and write the name of

Grade	Week	Term 1	Term 2	Term 3	Term 4
		2D: Create a picture of a boy/girl with their shadows 2D: Create pictures of teeth with healthy and unhealthy pictures on a teeth	prints e.g. make a picture of an octopus using a hand print	3D: Create a 3D article with popsicle/ice cream sticks e.g. make traffic signs using cardboard and popsicle/ice cream sticks	a province and the capital city of South Africa on each handprint 3D: Create an indigenous musical instrument e.g. an African spirit drum
	<b>Week 4-5</b>	3D: Create a 3D article depicting a medical instrument e.g. make a stethoscope using pipe cleaners 3D: Create a 3D article with card board e.g. village with houses and vehicles using card board	3D: Create a 3D sea animal e.g. create jelly fish using pipe cleaners and card board 3D: Make a 3D sea animal e.g. make an octopus using an egg carton and pipe cleaners	2D: Create a picture with different traffic signs 3D: Create a 3D fridge magnet e.g. make fridge magnet traffic signs	2D: Create a picture with a traditional African print 3D: Create a 3D article using the South African flag and epoxy e.g. make a pin button of the South African flag using resin or epoxy
	<b>Week 6-7</b>	2D: Combine painted pictures to make a poster e.g. draw two pictures to show the difference between rights and responsibilities 2D: Create a card using hand- and footprints	2D: Create a picture of an animal and its shelter e.g. a picture card of a dog and a dog house 2D: Paint a picture of an animal shelter e.g. a bird house	2D: Create a picture using collage e.g. make a collage about a specific occupation 3D: Create a 3D article using stones e.g. make pictures on stones of people who help other people	2D: Create a picture using the symbol of sign language e.g. make a picture using the sign language for "I love You" 3D: Create a 3D article using polymer clay e.g. make a cell phone as a means of auditory

Grade	Week	Term 1	Term 2	Term 3	Term 4
					communication using polymer clay
	<b>Week 6-7</b>	3D: Create a 3D article using recycled materials e.g. make a wind chime using old keys and sticks 3D: Create musical instruments using recycled materials e.g. make drums using recycled materials	3D: Create an animal and its shelter with polymer clay e.g. an ant and an ant hill 3D: Create a bird house using recycled materials e.g. make and decorate a bird house of a bird feeder using an empty milk carton	2D: Create masks e.g. make masks of people who help other people 3D: Create a 3D article using wooden spoons e.g. make a family using wooden spoons, fabric and paint	2D: Create sticky note clipboards 3D: Create a 3D article using recycled material e.g. make and decorate a telephone using cardboard boxes
	<b>Week 8-9</b>	2D: Make a facial mask that shows different senses with cut-out card boxes 2D: Create a five senses hat using carton and handprints	2D: Trace and paint templates of farm animals 2D: Make a collage of farm animals and use the products to decorate the picture e.g. egg shells for the hen or wool for the sheep 2D: Paint a picture of a farm animal e.g. a picture of a hen using a paper plate and a hand print	2D: Create gift wrap using vegetable print and paint 3D: Create 3D fridge magnets using recycled material e.g. make a fridge magnet of fruit using bottle caps	2D: Create a picture depicting night life e.g. draw people who work at night as well as night animals OR create a picture of night life by using black paper and paste 3D: Create moon rocks using bicarbonate of soda and glitter
	<b>Week 8-9</b>	3D: Create a face mask using recycled materials e.g. make a face mask	3D: Create a 3D farm animal using recycled	2D: Create a picture using collage e/g/ make a picture	2D: Create a picture using recycled materials e.g. make a picture of a night

Grade	Week	Term 1	Term 2	Term 3	Term 4
		depicting different senses using a card board box 3D: Create a two-colour ball using clay	materials e.g. make a farm animal using an empty tin 3D: Create animal tracks on balloons	of a specific fruit using a collage of coloured paper 3D: Create a 3D article using polymer clay e.g. make fruit and vegetables using polymer clay and paint	animal using cup cake liners. 3D: Create a 3D mobile e.g. make a moon and stars mobile
<b>Grade 2: 2<sup>nd</sup> year</b>	<b>Week 1-3</b>	2D: Create a picture of a community helper using a handprint e.g. a fire fighter 2D: Make a picture using collage e/g/ make a collage of a garbage truck and recycled materials	2D: Create a seasonal wheel using recyclable boxes 2D: Create a picture or a card using a fork and paint e.g. paint flowers	2D: Create a picture using a footprint e.g. make a picture of motor vehicles using a footprint and paint 3D: Create a 3D article using recycled material e.g. use boxes, scraps, glue paper, scissors and matches to construct a station and a train	2D: Create a picture of a water animal using oil pastels, crayons or water colour paint 3D: Create a water filter using recycled materials and sand
	<b>Week 1-3</b>	3D: Create a 3D article using recycled material e.g. make a taxi or school bus using an empty milk carton 3D: Create a 3D article using a card board box e.g. make a post box using an empty card board box	3D: Make a Christmas tree using popsicle sticks 3D: Create paper-maché Easter eggs	2D: Create a picture using recycled materials e.g. make a picture of a bicycle using cup cake liners 3D: Create a 3D article using recycled materials e.g. make a piggy bank aeroplane using an empty	2D: Create a picture of a water cycle using different materials 3D: Create a 3D article using recycled materials e.g. make and decorate a water wheel using recycled cardboard boxes

Grade	Week	Term 1	Term 2	Term 3	Term 4
				cold drink bottle and card board	
	<b>Week 4-5</b>	2D: Make a flow chart with topics depicting a healthy living 2D: Create a picture using puffy paint e.g. create a picture of an ice cream cone using puffy paint	2D: Draw and paint pictures of living water animals using a variety of media e.g. finger and brush painting 2D: Create a textured sea animal e.g. create a textures star fish using card board and coloured barley or rice	2D: Create a picture of a traffic sign 3D: Create a 3D article using recycled materials e.g. make traffic signs using card board and paint	2D: Draw and paint a border on paper and trace and decorate a national symbol on the inside of the paper 3D: Create a 3D traditional weapon e.g. a traditional shield
	<b>Week 4-5</b>	3D: Create a 3D article using plastic beads or straws e.g. make a friendship bracelet using plastic straws 3D: Create a hut using recycled materials e.g. an empty tin and card board	3D: Make a 3D water animal e.g. make an octopus with different colours of pipe cleaners 3D: Create a 3D water animal using a clothespin e.g. create an decorate a shark using a clothespin	2D: Create a picture using shapes and clothes pegs e.g. make traffic signs using different shapes and clothes pegs 3D: Create a 3D traffic light e.g. make a traffic light suncatcher	2D: Create a traditional African pattern e.g. a pattern used on a traditional African necklace 3D: Create a 3D article using beads e.g. decorate a pen or a pencil with the colours of the South African Flag using beads
	<b>Week 6-7</b>	2D: Draw pictures about childrens' rights e.g. draw a picture of two hand and paste or paint pictures in	2D: Create a picture of an animal and its shelter e.g. create a picture of a bird and its nest using recycled materials	2D: Create a 3D mobile e.g. cut out pictures of people who help other people, paste the pictures of	2D: Create a picture using sign language symbols e.g. create different sign language word using card

Grade	Week	Term 1	Term 2	Term 3	Term 4
		the hands representing the past and the future 2D: Make coasters using pictures of family members	2D: Paint a picture of an animal shelter on an old newspaper e.g. a bird house and paste it on a background	popsicle/ice cream sticks and make a mobile 3D: Create a 3D article using recycled materials e.g. build a school building using recycled card board boxes	board, a hand print and straws 3D: Create a 3D article using polymer clay e.g. make a computer/TV as a means of visual communication
	<b>Week 6-7</b>	3D: Create a musical instrument using recycled materials e.g. make a wind chime using old tins and recycled materials 3D: Create a musical instrument using recycled materials e.g. make and decorate a guitar using recycled materials	3D: Create an animal and animal shelter using polymer clay 3D: Create a bird house or bird feeder using recycled materials e.g. make and decorate a bird house or bird feeder using an empty cold drink bottle	2D: Create a picture using cut out parts e.g. make a picture of a police officer 3D: Create a 3D article using wooden spoons e.g. make and decorate wooden spoons puppets of people who help other people	2D: Create cards demonstrating the sign language of the picture 3D: Create a 3D article using recycled materials e.g. make and decorate a "telephone" using recycled tins and rope
	<b>Week 8-9</b>	2D: Make a collage on paper showing different senses e.g. make a collage with the five senses including hands with cut out pictures of senses	2D: Draw a picture of a wild animal and decorate it with the tracks of the animal e.g. the track of an antelope 2D: Trace a template of an animal and decorate it e.g. trace a sheep template and	2D: Create a picture using fruit e.g. make a picture of umbrellas using slices fruit 3D: Create a fridge magnet using epoxy or resin e.g. make a fridge magnet of a vegetable using epoxy	2D: Create a picture of night life e.g. a picture of night life with the moon, stars and night animals 3D: Create a 3D night animal using natural materials e.g. an owl

Grade	Week	Term 1	Term 2	Term 3	Term 4
		2D: Create a picture of the five senses using cotton buds	<p>paste the body with cotton wool</p> <p>2D: Create and decorate a picture of a farm animal using a handprint e.g. paint and decorate a picture of a duck using a hand print and different colours of feathers</p>		
	<b>Week 8-9</b>	<p>3D: Create a 3D bug using recycled materials e.g. make a bug using bottle caps.</p> <p>3D: Create a colour sorter using recycled materials e.g. empty cool drink bottles</p>	<p>3D: Create and decorate farm animal using recycled materials e.g. empty cold drink bottles</p> <p>3D: Create and decorate an animal using card board e.g. create and decorate an elephant using card board and folded paper</p>	<p>2D: Create a picture using fingerprint e.g. make a picture of a vegetable using fingerprints and paint</p> <p>3D: Create a 3D article using polymer clay e.g. make a fruit bowl with fruit using polymer clay and paint</p>	<p>2D: Create a picture using puffy paint e.g. create a picture of the moon using puffy paint</p> <p>3D: Create a 3D night animal using polymer clay e.g. make an owl using polymer clay</p>

#### 3.1.4. Grade 3

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 3: 1<sup>st</sup> year</b>	<b>Week 1-2</b>	2D: Draw pictures of self showing timeline developmental stages	2D: Create a picture of an insect using finger painting and a brush	<p>2D: Create pictures depicting Public Safety e.g. warning signs</p> <p>3D: Create a 3D article using clay e.g. make clay</p>	2D: Trace and paint a template of an animal with primary colours and paste them together with their



Grade 3	Week	Term 1	Term 2	Term 3	Term 4
				models of danger or warning signs	products using secondary colours 3D: Create a 3D article using clay e.g. make a clay model of animals and their products
	<b>Week 1-2</b>	3D: Draw pictures and pin them on a string in a sequence	3D: Create a 3D article using polymer clay e.g. make and decorate insects using polymer clay	2D: Create a picture using water colour paint e.g. make a picture of a fire using water colour paint and paint with hands 3D: Create a 3D article using plastic beads e.g. make a necklace for a whistle using plastic beads	2D: Create a picture using seed mosaic e.g. make a pumpkin seed mosaic 3D: Create a 3D article using edible food e.g. make a jelly bean bracelet
	<b>Week 3-4</b>	2D: Trace the outline of the South African map on a A4 chart 2D: Paint the South African flag using splattered paint as method 2D: Make a collage of all the learners in the class using their fingerprints and paint	2D: Paint pictures of the life cycle of an animal e.g. a frog 2D: Create and decorate a picture of the life cycle of an animal e.g. the life cycle of a chicken	2D: Paint a picture depicting pollution 3D: Create a 3D article using play dough e.g. make a model of the earth using play dough	2D: Draw a picture of animals and their products 3D: Create a 3D animal using polymer clay

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 3-4</b>	3D: Create a South African flag broach using small balls made with paper maché  3D: Create a 3D article with recycled material to make a family game e.g. use empty paper towel rolls to make a family bowling game	3D: Create a 3D model of the life cycle of an animal using polymer clay e.g. create clay models of the life cycle of a frog  3D: Create and decorate a model of a life cycle using card board e.g. the life cycle of a pumpkin	2D: Create a poster about pollution using a motivational quote  3D: Create a 3D article using recycled materials e.g. make a model of a bird using recycled materials	2D: Create a picture depicting a rescue vehicle e.g. make a picture of a sea rescue vessel using primary colours  3D: Create a 3D animal using pipe cleaners e.g. a dog
	<b>Week 5-6</b>	2D: Drawing missing parts of a face.  2D: Paint a selfportrait using watercolour and straws  2D: Create different emotions using edible food e.g. froot loops	2D: Create cards using recycled material e.g. bottle caps  2D: Create patterns using printing e.g. make gift wrap using bottle cork printing	2D: Draw pictures on paper or fabric e.g. draw pictures of space and the planets on paper or fabric  3D: Create a 3D model of a planet using recycled materials	2D: Draw different careers: skilled and professional and use colour contrast to differentiate them  3D: Create a 3D musical instrument using recycled materials e.g. make a panflute using straws
	<b>Week 5-6</b>	3D: Create a fridge magnet e.g. create different emotions on fridge magnets using epoxy or resin  3D: Create a 3D article depicting emotions e.g. make an emotion discovery bottle	3D: Create a 3D article using recycled materials e.g. create flowers using recycled plastic cold drink bottles  3D: Create decorations using recycled materials e.g. create and decorate	2D: Create a picture depicting space e.g. make a picture of rockets with cardboard and straws  3D: Create a 3D space rocket using recycled materials e.g. make and decorate a space rocket	2D: Cut out and colour pictures of different careers and paste the pictures on popsicle/ice cream sticks  3D: Create a 3D article depicting the medical profession e.g. make and decorate a nurse hat

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
			ornaments using toilet paper rolls	using empty paper towel rolls	
	<b>Week 7-9</b>	2D: Create a 2D article with edible food e.g. make a stuffed gingerbread boy and girl and decorate it to show the difference  2D: Create cards using hand- and footprints for boys or girls	2D: Draw and paint items needed for a first aid box  2D: Create a picture of an emergency vehicle	2D: Draw a picture of a fruit or vegetable concentrating on the line and shape of the fruit or vegetable  3D: Create a 3D article using paper-maché e.g. make paper-maché round balls to make models of fruit and vegetables	2D: Create a picture of a shopkeeper displaying his/her wares  3D: Create a 3D article using rocks e.g. make an animal using rock painting
	<b>Week 7-9</b>	3D: 3D: Create a 3D article using coloured sand art  3D: Create a game using recycled materials e.g. create a marble game using a card board box, ice cream sticks and marbles  3D: Create a 3D article using recycled materials e.g. create a ninja using a toilet roll OR do weaving using cool drink straws	3D: Create a clay first aid box and decorate it  3D: Create and decorate a nurse cap	2D: Create gift wrap using vegetable printing and paint  3D: Create a 3D article using salt dough and paint e.g. make fruit and vegetables using salt dough and paint	2D: Create a craft article using recycled materials e.g. make a necklace using washers and string  3D: Create a 3D article using beads e.g. make a bracelet using beads and string

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 3: 2<sup>nd</sup> year</b>	<b>Week 1-3</b>	2D: Use popsicle sticks to create the frame of a picture	2D: Draw and paint a picture of an insect	2D: Create pictures depicting dangerous or hazardous warning signs 3D: Create a 3D article using recycled materials e.g. make models of warning signs using cardboard boxes	2D: Create a flow diagram of the process of growing food e.g. draw sketches for a flow diagram of growing maize 3D: Create a 3D article using polymer clay e.g. make a clay model of a farmer working on the field
	<b>Week 1-3</b>	3D: Create timeline or routine boards that can be used everyday but can vary everyday	3D: Create insects using recycled material e.g. egg cartons, pipe cleaners or straws	2D: Create a picture depicting a dangerous situation e.g. make a picture of a fireman trying to control a fire 3D: Create a 3D article using recycled materials e.g. make name tags using safety pins and beads	2D: Create a picture using seeds e.g. create a picture using maize or corn 3D: Create a 3D article using recycled material e.g. make a silo using an empty milk carton and maize
	<b>Week 4-5</b>	2D: Draw pictures about human rights and childrens' rights and responsibilities and paint them 2D: Create a picture of handprints of all the learners in the class	2D: Paint the life cycle of an animal using secondary colours e.g. a bird 2D: Create a picture of the life cycle of an animal using pasta e.g. the life cycle of a butterfly	2D: Create a picture depicting the effect of pollution on human beings and the environment 3D: Create a 3D article using clay and natural	2D: Draw a picture of an animal depicting how the animal can help people e.g. guide dogs or transport 3D: Create a 3D animal using recycled materials e.g. make a horse used for

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
				materials e.g. create nature print ornaments	transport using recycled materials
	<b>Week 4-5</b>	3D: Create a 3D article using the colours of the South African flag e.g. make a heart pendant with beads using the colours of the South African flag 3D: Create a 3D article using natural material e.g. make a sun catcher with falling leaves	3D: Create an decorate a booklet with the life cycle of an animal e.g. the life cycle of a butterfly 3D: Create en decorate life cycle windsocks	2D:Create a picture depicting pollution using recycled materials 3D: Create a 3D article using garbage art	2D: Create a picture of an animal using different materials e.g. make a picture of a horse using felt, wool and popsicle/ice cream sticks 3D: Create a 3D animal using recycled materials e.g. make a camel using toilet paper rolls
	<b>Week 6-7</b>	2D: Create or draw a personal thermometer to show how they feel every day 2D: Create a friendship or caring card	2D: Create cards using recycled material e.g. pop tabs 2D: Create and decorate cards using old newspapers	2D: Copy, draw and paint pictures of planets 3D: Create a 3D mobile of the planets	2D: Create a picture of tools needed to help people e.g. make a picture of a toolbelt with the different tools needed in the toolbelt 3D: Create a 3D musical instrument e.g. make a guitar/banjo using recycled materials
	<b>Week 6-7</b>	3D: Make a paper "fortune teller" showing different emotions	3D: Make and decorate used containers e.g. used containers and empty water bottles	2D: Create a picture of a constellation of stars 3D: Create a 3D article using recycled materials	2D: Cut out pictures depicting different careers and dress a paper doll with the clothes

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
		3D: Create a 3D article using beads e.g. make an empathy bracelet using beads	3D: Make file organisers using recycled material e.g. create and decorate file organisers using empty cereal boxes and gift wrap	e.g. make a space vehicle using a milk carton and foil.	3D: Create a 3D article depicting a specific career e.g. make a police cap and a police badge
	<b>Week 8-9</b>	2D: Paint a picture showing the developmental stages. Decorate the border with handprints 2D: Create cards using hand- or footprints. Differentiate between cards for boys and girls e.g. a pink flamingo for girls and tractors for boys	2D: Create patterns on paper e.g. make germ monsters with paint and straws 2D: Paste body parts and clothes on a body and paint the picture e.g. clothes of a doctor or a nurse	2D: Draw a picture using fruit e.g. draw a vegetable man and a fruit face. Paint with appropriate colours of the items 3D: Create fruit and vegetables using clay and paper-maché	2D: Plan and draw the framework for and advertisement of the items for an entrepreneur/s project 3D: Create 3D craft articles using recycled materials e.g. tins and plastic bags
	<b>Week 8-9</b>	3D: Create different 3D articles depicting gifts for boys and girls e.g. create a catapult using a spoon and ice cream sticks OR make a ice cream stick bracelet 3D: Create different 3D articles for boys and girls depicting their interests e.g. a yarn doll for girls and cars	3D: Create a picture of a community helper e.g. nurse 3D: Create and decorate medicine holders using recycled materials	2D: Create a picture of fruit using oil pastels 3D: Create a 3D article using epoxy e.g. make an epoxy fruit bobby pin	2D: Create a 2D craft article e.g. make bookmarks with ribbon and paper clips 3D: Create a 3D craft article e.g. make pen decorations using pipe cleaners and feathers

Grade 3	Week	Term 1	Term 2	Term 3	Term 4
		using ice cream sticks for boys			

### 3.1.5. Grade 4

Learners should complete two 2D and two 3D activities during each Term. Performing Arts activities are done during the remaining weeks. This table only reflects the Visual Arts activities.

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 4: 1st year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Make a stress ball and decorate the stress ball with a specific emotion</b>	<b>2D: Use a potato print pattern to create gift wrap</b>	<b>2D: Create paintings or drawings of birds, fish, insects, reptiles etc. use oil pastels in warm colours</b>	<b>2D: Draw or paint pictures of scenes of the natural world</b>
	<b>Week 3</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 4</b>	<b>2D:Paint pictures of self in action</b> <b>2D:Create patterns using geometric shapes</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D article from recycled materials or natural materials e.g. make a kite using recycled or natural materials</b>
	<b>Week 5</b>	Performing Arts activities	<b>2D:Make an article using recycled CD's e.g. coasters</b>	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D:Use polymer clay to make and decorate containers</b>	<b>3D:Make a fridge magnet to use on the fridge with a shopping list</b>	<b>3D: Create jewellery using wire e.g. earrings of a bicycle made out of wire</b>	Performing Arts activities



Grade 4	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 7</b>	Performing Arts activities	<b>3D: Make a beaded jewellery article with the colours of the South African flag e.g. earrings</b>	<b>2D: Create a border on stationary or decorate a card using a fantasy plant or fantasy flower</b>	<b>2D: Create a kitchen art poster with a food theme</b>
	<b>Week 8</b>	<b>2D Make a small poster with a motivational quote that can be hanged in an office</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D craft article using recycled materials e.g. make a craft article to store office utensils or stationary</b>
	<b>Week 9</b>	<b>3D: Use bank notes to create a sculpture e.g. a cubus</b>	Performing Arts activities	<b>3D: Create a 3D article using recycled materials or paper-maché e.g. egg cups, containers or plant holders</b>	Performing Arts activities
<b>Grade 4: 2<sup>nd</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Paint different emotions on stones</b>	<b>2D: Use a potato print pattern to create place mats on fabric</b>	<b>2D: Design an African pattern or print that can be used for clothes</b>	<b>2D: Draw or paint pictures that depicts a composition of more than two people or objects by using oil pastels</b>
	<b>Week 3</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 4</b>	<b>2D: Paint a portrait from a photo</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D article using natural materials e.g. make a dream</b>

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
					<b>catcher using only natural materials</b>
	<b>Week 5</b>	Performing Arts activities	<b>2D: Make a recycled article with a nature theme e.g. use bottle caps and plastic bottles – picture of a flower in a vase</b>	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D: Create polymer clay animals, dragons or pinch pots</b>	<b>3D: Create fridge magnets with names or pictures of foods that can be used to choose different foods needed for a certain meal</b>	<b>3D: Create jewellery using wire e.g. a pendant of a bicycle made out of wire</b>	Performing Arts activities
	<b>Week 7</b>	Performing Arts activities	<b>3D: Make a beaded article with the colours of the South African flag e.g. a South African flag keyring</b>	<b>2D: Design a card or stationary using the craft of printing</b>	<b>2D: Draw or paint a kitchen art poster consisting of kitchen or food utensils</b>
	<b>Week 8</b>	<b>3D: Create a picture on canvass that can be hanged in an office</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D craft article using mason jars or flower pots e.g. make craft articles to store office utensils using mason jars or flower pots</b>

Grade 4	Week	Term 1	Term 2	Term 3	Term 4
	Week 9	3D: Use bank notes to create an origami sculpture e.g. an origami heart	Performing Arts activities	3D: Craft patterned frames or containers using recycled materials	Performing Arts activities

### 3.1.6. Grade 5

Learners should complete two 2D and two 3D activities during each Term. Performing Arts activities are done during the remaining weeks. This table only reflects the Visual Arts activities.

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
<b>Grade 5:</b> <b>1<sup>st</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Create a 3D article using earthenware clay e.g. friendship necklace or bracelet</b>	<b>2D: Use one letter of the alphabet to decorate e.g. create a door hanger or fun poster</b>	<b>2D: Draw an animal using related colours that are next to or near to each other on the colour wheel</b>	<b>2D: Create a picture with “lush vegetation” as the theme</b>
	<b>Week 3</b>	<b>2D: Design a poster or paint a mural exploring a variety of media and techniques e.g. to advertise a market day</b>	<b>3D: Create a 3D article with the Earth Day theme e.g. make an Earth day suncatcher or a paper-maché light up globe</b>	Performing Arts activities	<b>3D: Create a 3D container using recycled materials</b>
	<b>Week 4</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a craft article of a wild animal using polymer clay</b>	Performing Arts activities
	<b>Week 5</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D: Create any craft article that can be sold at a market day e.g. beaded necklace, bracelet, basket</b>	<b>3D: Create a 3D article with the colours of the South African flag e.g. bead a bottle using the colours of the South African flag</b>	<b>2D: Design an outfit to wear during a job interview</b>	<b>2D: Design clothes, make up or jewellery for a drama production</b>
	<b>Week 7</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities

<b>Grade 5</b>	<b>Week</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
	<b>Week 8</b>	<b>2D: Make a small poster that can be used at a workplace e.g. portraying specific rules for a workplace</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a 3D craft article using recycled material e.g. make a pencil case using recycled materials</b>
	<b>Week 9</b>	<b>3D: Create a 3D article that can be used for saving using recycled materials e.g. decorate a tin to make a “piggy bank”</b>	<b>2D: Make a craft article using recycled material e.g. recycled bottle caps</b>	<b>3D: Create a wire work craft article e.g. create letters that can be used for decoration</b>	Performing Arts activities
<b>Grade 5: 2<sup>nd</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Create a 3D article using earthenware clay e.g. make a mask of the human face showing emotions</b>	<b>2D: Make a craft article and decorate it with collage using different letters and mediums</b>	<b>2D: Draw/paint insects or reptiles using contrasting colour to create emphasis in the art work</b>	<b>2D: Draw and colour a picture of a bird using chalk pastels</b>
	<b>Week 3</b>	<b>2D: Design a menu for a coffee shop or restaurant at the market day</b>	<b>3D: Make a 3D article with the Earth day theme e.g. bird feeder using recycled materials</b>	Performing Arts activities	<b>3D: Create a 3D flying sculpture using wire, natural- and recycled materials</b>
	<b>Week 4</b>	Performing Arts activities	Performing Arts activities	3D: Create a craft article of a reptile or an insect using polymer clay	Performing Arts activities
	<b>Week 5</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
	<b>Week 6</b>	<b>3D: Decorate or make articles that can be put into a mason jar e.g. different painted sticks</b>	<b>3D: Make a 3D article using the colours of the South African flag e.g. Bead a tin cup</b>	<b>2D: make a collage of different working clothes</b>	<b>2D: Design clothes, make up, jewellery and/or costumes for a dance drama production</b>
	<b>Week 7</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 8</b>	<b>2D: Make a collage of pictures or photos that can decorate the front of a book or a file</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create and decorate a craft article e.g. make and decorate a vintage pencil case</b>
	<b>Week 9</b>	<b>3D: Make a card holder for a bank card or ID card</b>	<b>2D: Make a craft article with recycled newspapers</b>	<b>3D: Create a wire work craft article e.g. décor items that can be used for decoration</b>	Performing Arts activities
<b>Grade 5: 3<sup>rd</sup> year</b>	<b>Week 1</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 2</b>	<b>3D: Create a friendship wall with friends</b>	<b>2D: Design or colour a relief mandala</b>	<b>2D: Draw a building in 3D e.g. create a dream building, school or village</b>	<b>2D: Create 2D puppets e.g. hand puppets, finger puppets, stick puppets, paper-maché puppets or marionettes</b>
	<b>Week 3</b>	<b>2D: Design a flyer to invite people to a market day</b>	<b>3D: Create a 3D article using the Earth Day theme e.g. make a terrarium in a bottle</b>	Performing Arts activities	<b>3D: Create a 3D puppet</b>
	<b>Week 4</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a building from recycled materials</b>	Performing Arts activities

Grade 5	Week	Term 1	Term 2	Term 3	Term 4
				e.g. a building, school or village	
	<b>Week 5</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 6</b>	<b>3D: Create and decorate cards e.g. cards that can be sold at a market day</b>	<b>Bead a musical instrument using the colours of the South African Flag e.g. a beaded Vuvusela</b>	<b>2D: Design own jewellery that can be worn during a job interview</b>	<b>2D: Design a puppet theatre or a background for a puppet show</b>
	<b>Week 7</b>	Performing Arts activities	Performing Arts activities	Performing Arts activities	Performing Arts activities
	<b>Week 8</b>	<b>2D: Make a personalised desk pad</b>	Performing Arts activities	Performing Arts activities	<b>3D: Create a craft article e.g. make and decorate a notebook or post it holder</b>
	<b>Week 9</b>	<b>3D: Make or decorate a “box bank” or “dream bank” for saving for a specific goal</b>	<b>3D: Make a craft article using recycled glass</b>	<b>3D: Create a wire work jewellery craft article e.g. bracelet</b>	Performing Arts activities

### 3.2. Teaching plans

Each term comprises of ten weeks and three (3) hours 30 minutes to instruct Grade R – 3 learners and one (1) hour 30 minutes to instruct Grade 4 and Grade 5 learners. Creative Arts instructional time is compulsory for learners between the ages of five (5) and fourteen (18) years. The sequence within the term is not compulsory and the teacher may cover the learning content and skills in any appropriate sequence. Learners are three years in Grade R , two (2) years in grade 1 to 4 and three (3) years in Grade 5.

The Occupational Health and Safety (OHS) Act 85 of 1993 requires the teacher to comply with the safety regulations when issuing equipment to the learners and the teacher may not leave learners unattended during Life Skills instructional time.



### 3.3. Grade R : Term 1

The instruction time for Grade R Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated where after visual arts follows.

Please note that the articles and activities discussed in this curriculum are only suggestions. The teacher may use his/her own initiative to change an artwork or activity provided that the skills level must be the same.

PERFORMING ARTS Grade R : Term 1	
<b>Content:</b> <ul style="list-style-type: none"><li>• <b>Follow</b> a teacher-directed warm-up routine.</li><li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li><li>• <b>Build</b> own movement vocabulary using:<ul style="list-style-type: none"><li>○ loco motor movements such as walk, run leap and gallop;</li><li>○ Non-loco motor movements such as reach, bend, rise.</li></ul></li><li>• <b>Take</b> part in warm up exercises.</li><li>• <b>Participate</b> in outside water play</li><li>• <b>Discover</b> tempo through own suitable movements to slow and fast music.</li></ul>	<ul style="list-style-type: none"><li>• <b>Participate</b> in outside play.</li><li>• <b>Participate</b> in hand and finger exercises.</li><li>• <b>Take</b> part in gross motor activities</li><li>• <b>Participate</b> in fine motor skills development.</li><li>• <b>Participate</b> in activities to develop eye- foot coordination.</li><li>• <b>Participate</b> in balance activities.</li><li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li><li>• <b>Participate</b> in crossing of midline exercises.</li></ul>

**Grade R :****Third year Week 1**

- Learners move slow/ fast on the beat of the tambourine.
- Learners walk/run/jump fast or slow.
- When the tambourine stops, learners run and sit under the table.
- Learners do exercises with different fingers with a peg between 2 fingers at a time for example: pretend it is raining – show with fingers

**Week 2**

- Learners move in small steps when music is fast and big steps when music is slow.
- Learners run fast/slow when music is fast/slow.
- Learners push a cart loaded with heavy stuff in different directions.

**Week 3**

- Learners jump with both feet together to the front.
- When whistle blows stop and jump to the back.
- Jump sideways and in the air.
- Learners blow bubbles and try to step on the bubbles.

**Week 4**

- Teacher draws a line on the floor with chalk.
- On beat of music learners walk/run with small/big steps on the line.
- Learners kick a soft ball to a target. Repeat several times.

**Week 5**

- Learners run on the spot.
- Learners walk on a line on beat of the music.
- Learners walk on heels or toes forwards and backwards.
- Learners walk with legs astride.

- Learners push beanbag while walking forwards with alternating feet.

**Week 6**

- The teacher plays a song.
- Learners listen carefully and sense the mood of the song.
- Learners dance and move freely.
- When the music stops and starts again learners change movements.
- Learners kick a balloon to each other and in the air and catch it.

**Week 7**




- Learners space themselves in their own space.
- Teacher gives instructions for example: Swing your arms forwards/backwards/towards and in front of your body. Cross your hands and put them on your knees and walk quickly forwards/backwards/towards this side/to the other side.
- Learners throw beanbags to each other.
- Learners must only use one hand to throw and catch the beanbag.



**Week 8**




- Teacher plays music that is fast/faster/slow/slower.
- The learners move freely without bumping in each other. If a learner bumps, he/she sits out for a few minutes.
- Teacher fills an empty onion bag with magazine papers.
- Teacher hangs the bag in a tree and hit the bag with a plastic racket.




**Week 9**




- Learners move like any animal. Slow then fast.
  - Learners make the sound of the animal.
- Learners walk on toes or heels on footsteps laid on grass.

VISUAL ARTS Grade R : Term 1			
1	<b>Me and my School</b> Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures and explains what a jungle gym is.</li> <li>• Teachers demonstrates how to build a jungle gym with wooden blocks.</li> <li>• Learners build a jungle gym with different wooden blocks.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b>  <ul style="list-style-type: none"> <li>• Teacher shows pictures of school buildings made with plastic shapes.</li> <li>• Teacher demonstrates how to build a school building with plastic shapes.</li> <li>• Learners create a school building with different colours and sizes plastic shapes.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>





VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures of school buildings built with card board boxes.</li> <li>• Teacher demonstrates how to build a school with card board boxes.</li> <li>• Learners build a school with card board boxes.</li> </ul> 
2	Me and my school Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises patterns and shapes.</li> <li>• Teacher demonstrates how to make patterns on a paper using the thumb.</li> <li>• Learners make patterns on paper using paint and their thumbs.</li> <li>• Learners use it as a book cover or gift wrap.</li> </ul> 

VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Learners create a school jersey.</li> <li>• Teacher gives learners a cut out drawing of a jersey.</li> <li>• Learners colour it the colour of their school jerseys.</li> <li>• Teacher punches holes around edges of jersey.</li> <li>• Learners thread the wool through the holes.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	 <b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Learners take big square paper.</li> <li>• Learners colour the paper.</li> <li>• Learners use a paper punch to make small circles of different colours.</li> </ul> <ul style="list-style-type: none"> <li>• Learners paste the small circles on the paper.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners trace shapes.</li> <li>• Learners cut out the shapes.</li> <li>• Learners colour the shapes.</li> <li>• Learners use the shapes to create a school.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b>	<b>Grade R : First Year</b>



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures and examples of nature boxes.</li> <li>• Teacher demonstrates how to make a nature box.</li> <li>• Learners make nature boxes with materials collected at school.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher duplicates first day at school pictures.</li> <li>• Teacher demonstrates how to grow little plants in cups.</li> <li>• Learners use first day at school pictures to grow little plants in cups.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures of displays made by learners.</li> <li>• Teacher demonstrates how learners are going to make the display.</li> </ul> 



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a display for the classroom door.</li> </ul>
3	<b>Me and my body</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <p>Teacher provides ingredients to make face biscuits.</p> <p>Teacher demonstrates how to make face biscuits.</p> <p>Learners make face biscuits</p> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	 <p>bread faces.</p> <ul style="list-style-type: none"> <li>• Learners make ginger bread faces.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher provides the ingredients to make a face or body with edible food.</li> </ul>








VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a face or body with edible food.</li> <li>• Learners make a face or body with edible food.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher cuts big papers or newspaper sheets to fit learners' body.</li> <li>• Learners paint a painting of themselves with a sponge on big paper/newspaper sheets.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b>  <ul style="list-style-type: none"> <li>• Teacher hands out big pieces of paper.</li> <li>• Teacher hands out paint.</li> <li>• Learners create a pattern with their thumb prints on a big piece of paper.</li> </ul> 







VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Learners mix food colouring by themselves.</li> <li>• Teacher lights a candle and assists learners to put end of crayon in flame to melt.</li> <li>• Learners draw a picture of themselves with melted crayon.</li> <li>• Learners paint creation with food colouring.</li> <li>• Learners will notice the water does not stick on the crayon creation</li> </ul> 
4	<b>Me and my body</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises body parts.</li> <li>• Teacher demonstrates how to make lollipop faces.</li> <li>• Learners make lollipop faces.</li> </ul> 




VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises body parts.</li> <li>• Teacher demonstrates how to make a body with toilet rolls and paper plates.</li> <li>• Learners make a body with toilet rolls and paper plates</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a first aid kit.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the concept of first aid.</li> <li>• Teacher shows pictures or model of a first aid kit.</li> <li>• Teacher demonstrates how to make a first aid kit using a shoe box.</li> <li>• Learners take a shoe box and paint it.</li> <li>• While it dry, trace a red cross. Paint it red and paste on box. Use as a first aid kit.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : First Year</b>



VISUAL ARTS Grade R : Term 1			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates drawing and painting on sandpaper.</li> <li>• Teacher hands out sandpaper and paint/crayons.</li> <li>• Learners will draw a picture of themselves or a pattern on sandpaper.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises body parts.</li> <li>• Learners build a face with cut out pieces.</li> <li>• Learners paste the pieces and colour it.</li> </ul> 
		<ul style="list-style-type: none"> <li>• <b>Grade R : Third Year</b></li> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher hands out paint and big papers.</li> <li>• Learners create a picture of themselves using their own painted hands and feet.</li> </ul> 

VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learner draw their own bodies.</li> <li>• Learners paste a photo of their face on the picture.</li> </ul>
5	<b>Me and my emotions</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to draw emotions on paper plates.</li> <li>• Learners draw emotions on paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make a friendship bracelet.</li> <li>• Learners make a friendship bracelet.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> </ul>

VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a face using stones.</li> <li>• Learners paint eyes, ears, noses and mouths on stones.</li> <li>• Learners create a face using stones</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher provides the outline of a face.</li> <li>• Learners draw eyes, eyebrows, nose and mouth.</li> <li>• Learners colour the picture.</li> <li>• Teacher demonstrates different materials that can also be used to create the face.</li> <li>• Learners create hair with wool.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> 




VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises emotions: happy and sad.</li> <li>• Teacher gives each learner 2 paper plates.</li> <li>• Learners must create a happy face and a sad face.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Learners create a self-portrait using natural material e.g. leaves, sticks, stones etc.</li> <li>• Learners use a paper plate.</li> <li>• Learners create a certain expression ( sad, happy, etc.)</li> <li>• Learners must identify the emotion.</li> </ul> 
6	<b>Me and my emotions</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher hands out printed emotions and toilet rolls.</li> </ul>



VISUAL ARTS Grade R : Term 1			
			 <ul style="list-style-type: none"> <li>Learners paste pictures of emotions on toilet rolls</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises emotions.</li> <li>Teacher demonstrates how to draw emotions on balloons filled with play dough.</li> <li>Learners draw emotions on balloons</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>Teacher revises emotions.</li> <li>Teacher demonstrates how to make a self portrait using play dough.</li> </ul> 



VISUAL ARTS Grade R : Term 1			
			<ul style="list-style-type: none"> <li>Learners make a self portrait using play dough.</li> </ul>
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>Learners build a simple puzzle 2-4 pieces. With or without knobs.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>Learners built a simple flat puzzle, 4-6 pieces</li> </ul> 









VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> Learners build a simple flat puzzle 8-10 pieces. Without knobs. <div data-bbox="1234 284 1501 669" data-label="Image"> </div> <div data-bbox="1633 427 1871 669" data-label="Image"> </div>
7	<b>My first (primary) colours: yellow, blue and red</b> Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners make clay balls using two different primary colours.</li> </ul> <div data-bbox="1528 686 1885 1011" data-label="Image"> </div>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners paint pasta with primary colours.</li> </ul>

VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture with pasta.</li> <li>• Learners make a picture with pasta painted with primary colours.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make paper lanterns with two different primary colours.</li> <li>• Learners make paper lanterns with two different primary colours.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners do uncontrolled scribble exercises with a thick blue/yellow/red wax crayon.</li> </ul> 



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create a picture with blue/yellow/red starch finger paint.</li> <li>• Learners must only use the finger paint to create patterns.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Learners spread blue/red/yellow finger paint over entire page and sprinkle sand over the paper.</li> <li>• Learners shake off the excess sand.</li> <li>• Learners draw a picture on the paper.</li> </ul> 
8	My first (primary) colours: yellow, blue and red	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : First Year</b>




VISUAL ARTS Grade R : Term 1			
	Create in 3D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners put their hands in paint and press it on white paper. They can create a few of their own handprints or work in groups.</li> <li>• When the prints are dry learners cut it out and paste the handprints in circles. They must identify the red/yellow/blue handprints.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners paint egg cartons with primary colours.</li> <li>• Teacher demonstrates how to make a train using egg cartons.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make dolls using wool with primary colours and washing pegs.</li> </ul>

VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make dolls using wool with primary colours and washing pegs.</li> </ul>  <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make paper maché pots.</li> <li>• Learners make paper maché pots painted with primary colours.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary</li> </ul>  <p>colours.</p> <ul style="list-style-type: none"> <li>• Learners use stencils to make pictures with primary colours.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners use paper cups to make circles and paint it with primary colours.</li> </ul> 


VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners put their hands in paint.</li> <li>• Learners press on paper and create a worm.</li> <li>• Learners must identify blue/yellow/red</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• Learners put their hands in paint and press it on white paper.</li> <li>• Learners use buttons etc to create monsters.</li> </ul> 
		<ul style="list-style-type: none"> <li>• <b>Grade R : Third Year</b></li> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher demonstrates how to make a paper plate colour wheel.</li> <li>• Learners make a paper plate colour wheel.</li> </ul> 
9		<b>Grade R : First Year</b>	<b>Grade R : First Year</b>



VISUAL ARTS Grade R : Term 1			
	<p><b>My first (primary) colours: yellow, blue and red</b></p> <p>Create in 3D</p>	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher provides ingredients to paint sugar cookies with</li> </ul>  <p>primary colour icing.</p> <ul style="list-style-type: none"> <li>• Learners paint sugar cookies with primary colour icing.</li> </ul>
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher provides ingredients to decorate cup cakes with primary colour icing.</li> <li>• Learners decorate cup cakes with primary colour icing.</li> </ul> 

VISUAL ARTS Grade R : Term 1			
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Teacher provides ingredients to make rainbow sugar cookies.</li> <li>• Learners make rainbow sugar cookies.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create a picture with balloons and red/yellow/blue paint.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create patterns with the wheels of trucks and red/yellow/blue paint.</li> </ul> 



VISUAL ARTS Grade R : Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary colours.</li> <li>• Learners create a pattern with a rolling pin and red/yellow/blue paint.</li> </ul> 
<b>Assessment</b> The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			

### 3.4. Grade R : Term 2

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade R : Term 2	
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Take</b> part in warm up exercises.</li> <li>• <b>Participate</b> in outside play with water, mud and containers.</li> <li>• <b>Participate</b> in spatial orientation exercises</li> <li>• <b>Participate</b> in exercises to improve laterality.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take</b> part in gross motor activities</li> <li>• <b>Participate</b> in fine motor skills development.</li> <li>• <b>Participate</b> in activities to develop eye- foot coordination.</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li> <li>• <b>Participate</b> in midline crossing exercises.</li> <li>• <b>Participate</b> in balance exercises</li> <li>• <b>Participate</b> in exercises to improve static balance.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness..</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> <li>• <b>Participate</b> in loco motor activity exercises.</li> </ul>
<b>Grade R : First Year</b>	<b>Activities, techniques, notes, etc.</b>

PERFORMING ARTS Grade R : Term 2	
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Learners blow bubbles and learners try to catch the Bubbles.</li> <li>• Learners screw correct lid sizes on different containers</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Learners jog on the spot: wiggle their noses , move their tongues, roll their eyes, click their fingers</li> <li>• Learners walk on a line/ step onto footprints.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Learners jog on the spot and clap their hands. Learners run and clap their hands above their heads.</li> <li>• Learners mix water and sand to make mud cakes.</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>• Learners move freely on the rhythm of the music.</li> <li>• Learners throw a bean bag to each other.</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• Learners jog on the spot and lift their knees up high.</li> <li>• Learners jog and clap their hands.</li> <li>• Learners play “piano” on floor. First with one hand then with other hand, then with hands crossed</li> </ul>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>• Learners jog on the spot while kicking their legs to the front. Learners clap hands while kicking. Learners make big circles with their arms while jogging.</li> </ul> <p>Learners walk on a low wooden beam backwards and forwards.</p> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Teacher plays lively music. Learners fly like butterflies without touching each other. When the music stops, they also stop. When music starts, they fly again like butterflies.</li> <li>• Learners jump over a bean bag with two legs and then with one leg. Teacher places 5 bean bags 30 cm apart in a row. Learners hop on one leg between the bags, then on the other leg.</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>• Learners jog on the spot.</li> <li>• Learners click with their tongues.</li> <li>• Learners jump up and down and touch the ground.</li> <li>• Learners screw nuts into bolts using different sizes</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>• Learners run in a circle. When the music stops, learners change direction. Learners clap their hands and move their arms while running.</li> <li>• Learners walk with one foot inside and the other foot outside the hoop. Swop feet.</li> </ul>
<b>Grade R : Second Year</b>	

**PERFORMING ARTS****Grade R : Term 2****Week 1**

- Learners hold newspaper rolled in a cylinder in front of them. Teacher plays marching music. Learners imitate rhythm with newspaper rolls. Repeat few times.
- Learners toss the ball gently low/high and catch the ball. Throw the ball a little higher, catch it. Roll balls to each other.

**Week 2**

- Learners clap their hands on the rhythm of music. Teacher hands out shakers. Learners shake shakers on rhythm of music. Learners rise and walk in a circle while they shake the shakers.
- Learners gently toss a ball from one hand to another hand while the music is playing

**Week 3**

- Learner climb on the jungle gym and wriggle through the bars of the jungle gym by using various body parts until the whistle blows, then they return
- Learners stand in pairs. Learners face each other. Learners take hands and lift their heels slowly from the ground and lower them again. Repeat a few times.

**Week 4**

- Teacher plays marching music. Learners march slow/fast with straight legs on the rhythm of the music. Learners march forward/backwards.
- Learners dribble a ball forwards/backwards/sideways with feet/hands without colliding into each other.

**Week 5**

- Learners run around hoops laid on ground. Learners change direction when the whistle blows.
- Learners pick up yellow/red sequences from a box with a tweezer.

**Week 6**

- Learners walk in a circle. When the whistle blows they walk and clap on their heads/then on chests/then on buttocks while singing a song.
- Learners walk toe/heel/toe/heel. When the whistle blows they walk heel/toe/heel/toe.

**Week 7**

- Learners jog on the spot. Learners kick legs to the front/ back.
- Learners march 6 steps to the front and 10 steps to the back.
- Learners play outside with water and mud using containers. Learners use shapes as moulds.

**Week 8**

**PERFORMING ARTS**  
**Grade R : Term 2**

- Learners use various everyday objects like empty toilet rolls, pencils, coffee tins, glass jars, elastic spanned across boxes, teaspoons, wine glasses half and full of water.
- Learners experiment with the objects for example by tapping a spoon against a glass of water. Learners take turns.
- Learners walk on a rope with a bean bag on their head.
- Learners move forwards and backwards and make a sound like a train when moving.
- Learners walk with one eye shut and then shut the other eye.

**Week 9**

- Learners jog on the spot.
- Learners walk slowly and quietly then freeze.
- Learners stand on one foot, hop on one foot, jump on one foot. Swop feet.

**Grade R : Third Year**

**PERFORMING ARTS****Grade R : Term 2****Week 1**

- Learners run/skip/hop around cones. Learners may not touch the cones. They run around the cones and back.

Learners roll like acorns that have fallen from the tree. They roll this way and then that way. (Lateral rolls) To make it more difficult: The acorns roll twice this way and three times that way.

**Week 2****Week 6**

- Learners sit down, breathe out slowly like an autumn wind. Learner make a sound to imitate the wind blowing. Learners stand up and move their arms like a strong wind blowing.
- Learners cut with scissors on straight and curved lines. Repeat a few times.

**Week 7**

- Learners skip freely in class. When the music stops, learners return to the teacher.
- Learners hold hoops high/in the middle/low. Learners climb through the loops. Learners stand in front of/behind the loop.

**Week 8**

- Learners move their tongues to and fro around their mouths and then inside their mouth. Learners stick out their tongues and move it up and down.
- Learners listen to a tambourine. Learners march and swing arms high and across their bodies. When the tambourine stops they freeze. Repeat a few times.
- Learners swing their arms like a windmill, first forward then backwards. Learners hold their arms above their heads, swing one arm forward and the other backwards.

**Week 9**

- Learners crawl through the jungle gym.
- Learners roll from left to right and then from right to left.

## PERFORMING ARTS

### Grade R : Term 2

- Teacher gives an instruction: learners are looking for something. Learners look high/low, quickly/slowly and then run back..
- Learners sleep like baby on their tummies with bottoms in the air, walk slowly like their grandma and grandpa or skip like their sister.
- Teacher twists a rope on the ground. Learners must jump from one side to another without touching it.

#### Week 3

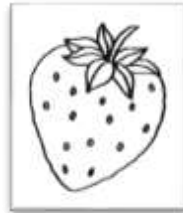
- Learners walk/ run with their toes turned inside /outside. Learners walk/run on their toes with hands stretched above their heads.
- Learners take a dust cloth in their hands. Learners follow instructions: dust in front of/next to/behind/above you. Stretch out behind your head.

#### Week 4



- Learners move freely on the rhythm of the music.
- Learners throw rice one by one in a bottle with a small opening.



#### Week 5




- Learners mime daily activities like washing hands, combing hair, tying shoe laces and brushing teeth.
- Learners hop with one leg into the hoop that is lying flat and hop out with the other foot.



VISUAL ARTS Grade R : Term 2			
	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Senses  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Identify</b> different textures.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher gives every learner a picture of a strawberry.</li> <li>• Learners put glue on the picture and spread strawberry jelly over the picture.</li> <li>• Learners can feel and identify different textures e.g. rough, smooth etc.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Identify</b> different odours</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher gives every learner a picture of soap.</li> <li>• Teacher grate a bar of soap.</li> <li>• Learners put glue on the picture and spread the grated soap over the picture.</li> <li>• Learners can smell and identify different odours and flavours e.g. lavender, coffee, lemon, soap, orange etc</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher gives every learner a picture of a cup of tea.</li> <li>• Teacher opens a tea bag for each learner.</li> </ul>







VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Identify</b> different flavours.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners put glue on the picture and spread tea leaves over the picture.</li> <li>• Learners must smell and identify different flavours e.g. cucumber, strawberries, tea, milk, mango etc</li> </ul>
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Make</b> a fruit kebab with two fruits.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher talks about healthy snacks for a lunchbox.</li> <li>• Learners make a fruit kebab with 2 fruits on a stick.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher talks about healthy snacks for a lunchbox.</li> <li>• Learners make a fruit kebab with 3 fruits on a stick.</li> </ul> 




VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Make</b> a fruit kebab with three fruits.</li> </ul>	
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> a fruit kebab with four fruits.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher talks about healthy snacks for a lunchbox.</li> <li>• Learners make a fruit kebab with 4 fruits on a stick.</li> </ul> 
2	<b>VISUAL ARTS Senses</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul> <b>Create</b> free hand drawings/patterns.	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher applies shaving cream on a mirror/ glass</li> <li>• Learners create free hand patterns/ shapes.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b>

VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> free hand drawings/patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Learners open and empty a packet of instant pudding in a plastic bowl. Learners pour the milk into the bowl. Learners mix it with a whisk.</li> <li>• Learners pour some pudding on a mirror.</li> <li>• Learners create free hand drawings/patterns.</li> </ul>  
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade R : Third Year</b></p>  <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher hands out picture and demonstrates how to make a balloon on top of the picture.</li> <li>• Learners use different colours of paint to create a picture using finger painting.</li> </ul>
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses senses.</li> </ul>

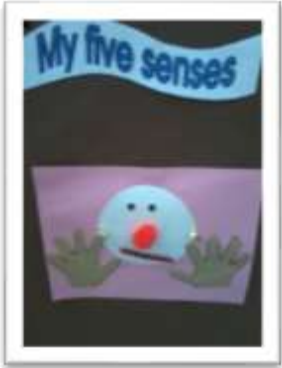

VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a spyglass with a paper cup and toilet roll.</li> </ul>	 <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a spyglass with a paper cup and toilet roll.</li> <li>• Learners paint a paper cup and toiletroll.</li> <li>• Learners make a spyglass with the paper cup and the toilet roll.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a sensory ball.</li> </ul>	<b>Grade R : Second Year</b>  <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a sensory ball with a balloon.</li> <li>• Learners make their own sensory ball.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>

VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a guitar with a paper board.</li> <li>• Learners make and decorate their own paper board guitar.</li> </ul> 
3	<b>VISUAL ARTS Senses</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a fragrant flower craft.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of smell.</li> <li>• Teacher demonstrates how to make a fragrant flower craft.</li> <li>• Learners colour the petals of the flower and cut it out.</li> <li>• Learners paste cotton wool dipped or sprayed with scent or another flavour in the middle of the flower to create a fragrant flower.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of taste.</li> <li>• Teacher demonstrates how to make a picture of a tongue with different sweets pasted on the tongue.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of a tongue with sweets pasted on the tongue.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own picture of a tongue in a mouth with sweets pasted on the tongue.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a texture hand.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises textures.</li> <li>• Teacher demonstrates how to make a texture hand.</li> <li>• Learners trace a hand, colour the hand and paste different textures on the fingers to create a texture hand.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of hearing.</li> <li>• Teacher demonstrates how to make a listening tube with an empty paper roll.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> listening tube.</li> </ul>	 <ul style="list-style-type: none"> <li>• Learners create and decorate their own listening tube.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a shaker.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of hearing.</li> <li>• Teacher demonstrates how to make a shaker using an empty container with small items inside the container.</li> <li>• Learners make and decorate shakers using empty containers with different small items inside the containers</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the sense of hearing.</li> <li>• Teacher demonstrates how to make a rain stick using an empty paper towel roll.</li> </ul> 







VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a rainstick.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make and decorate their own rainsticks.</li> </ul>
4	<b>VISUAL ARTS Senses</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture depicting the five senses.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a picture depicting the five senses.</li> <li>• Learners create a picture depicting the five senses.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a pattern with orange halves dipped in paint.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a picture depicting the five senses.</li> <li>• Learners create a picture depicting the five senses</li> </ul> 







VISUAL ARTS Grade R : Term 2			
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a texture man.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a texture man.</li> <li>• Learners create their own texture man using different materials</li> </ul> 
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a feely glove.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a feely glove.</li> <li>• Learners create their own feely gloves using different materials inside the glove.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make different texture boxes.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> different texture boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate their own texture boxes using different textures for each box.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the five senses.</li> <li>• Teacher demonstrates how to make a sensory book with cardboard and different textures.</li> <li>• Learners create their own sensory books with cardboard and different textures.</li> </ul> 



VISUAL ARTS Grade R : Term 2			
5	VISUAL ARTS Healthy Eating Habits  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture with apple print on white paper.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher carves a pattern on an apple.</li> <li>• Teacher cut a handle in the apple.</li> <li>• Learners create a picture with apple print on white paper.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture with citrus print on paper.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises five senses.</li> <li>• Teacher cut oranges in halves.</li> <li>• Learners dip the orange halves in paint and create a pattern on white paper.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>

VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of grapes using thumb printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises healthy food.</li> <li>• Teacher demonstrates how to create a picture of grapes using thumb printing.</li> <li>• Learners dip their thumb in purple paint and create a bunch of grapes on white paper.</li> <li>• Learners colour and cut out leaves and paste it on top of grapes.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits.</li> <li>• Teacher demonstrates how to make a fruit tree with toilet rolls and fruit loops.</li> <li>• Learners make their own fruit tree using a toilet roll for the base and pasting fruit loops on the branches</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits.</li> <li>• Teacher demonstrates how to make fruit with toilet paper rolls and pipe cleaners.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> fruit with toilet paper rolls and pipe cleaners.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own fruit using toilet paper rolls and pipe cleaners.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> fruit using toilet paper rolls, tissue paper and pipe cleaners.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits.</li> <li>• Teacher demonstrates how to make fruit with toilet paper rolls, tissue paper and pipe cleaners.</li> <li>• Learners create their own fruit using toilet paper rolls, tissue paper and pipe cleaners.</li> </ul> 
6	<b>VISUAL ARTS</b>  <b>Fruit</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> </ul>



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of fruit using handprints.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a strawberry using handprints.</li> <li>• Learners create a picture of strawberries using handprints and paint.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of fruit using a paper plate.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a kiwi fruit using a paper plate.</li> <li>• Learners create a picture of a kiwi using an paper plate and paint.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Third Year</b>



VISUAL ARTS Grade R : Term 2				
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of fruit using collage.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a picture of a strawberry, using collage.</li> <li>• Learners create a picture of a strawberry using collage.</li> </ul>	
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pineapple using paper cups.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a pineapple using a paper cup.</li> <li>• Learners create a pineapple using a papercup..</li> </ul>	
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Second Year</b></p>	



VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> fruit using empty yoghurt containers and tissue paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make fruit using empty yoghurt containers and tissue paper.</li> <li>• Learners create fruit using empty yoghurt containers and tissue paper</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a necklace using froot loops.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a necklace using froot loops.</li> <li>• Learners create a necklace using froot loops.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>Vegetables</b>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a carrot stencil.</li> </ul>







VISUAL ARTS Grade R : Term 2			
	Create in 2D	<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Use</b> stencils to create, colour and paint vegetable pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a pattern on white paper using a carrot stencil.</li> <li>• Teacher cuts out a pattern on carrots.</li> <li>• Learners dip the carrot in paint and create patterns on white paper.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> stencils to create, colour and paint vegetable pictures.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises vegetables..</li> <li>• Teacher demonstrates how to make a potato stencil.</li> <li>• Teacher cuts a potato in half.</li> <li>• Teacher cuts out a pattern on the potato.</li> <li>• Learners make patterns by dipping the potato stamp into paint and stamp it on a paper to create a pattern.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : Third Year</b></p>

VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> stencils to create, colour and paint vegetable pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a celery and potato stencil.</li> <li>• Teacher cuts the celery in pieces.</li> <li>• Teacher cuts the potato in halves and carves a pattern on one side of the potato.</li> <li>• Learners dip the celery and potato in different colours paint.</li> <li>• Learners stamp it on a paper to create a pattern.</li> </ul> 
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a vegetable using paper plates and clay.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make peas in a pod using a paper plate and clay.</li> <li>• Learners create and decorate peas in a pod using a paper plate and clay.</li> </ul> 
		<p><b>Grade R : Second Year</b></p>	<p><b>Grade R : Second Year</b></p>




VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pumpkin using cardboard and pipe cleaners.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a pumpkin using cardboard and pipe cleaners.</li> <li>• Learners create a pumpkin using cardboard and pipe cleaners.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> vegetables using tissue paper.</li> </ul>	 <b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to make a radish using tissue paper.</li> <li>• Learners create a radish using tissue paper</li> </ul>


VISUAL ARTS Grade R : Term 2			
8	<b>VISUAL ARTS</b> <b>Mixed (secondary) colours.</b> <b>Orange, green and purple around us.</b>  Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities;</li> <li>• <b>Create</b> a colour wheel using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a colour wheel using a paper plate.</li> <li>• Learners create and paint a colour wheel using a paper plate.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of a rainbow..</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours..</li> <li>• Teacher demonstrates how to make a picture of a rainbow using different colours of lint or cardboard and cotton balls.</li> <li>• Learners create a rainbow using different colours of lint or carboard and cotton balls.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>

VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture of a bird using feathers and a footprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a bird using a footprint and feathers.</li> <li>• Learners create a picture of a bird using a footprint and feathers.</li> </ul> 
	Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a suncatcher using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a suncatcher using a paper plate.</li> <li>• Learners create and decorate a suncatcher using a paper plate.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b>



VISUAL ARTS Grade R : Term 2			
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a suncatcher using bottle lids and tissue paper;</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a suncatcher using bottle lids and tissue paper.</li> <li>• Learners create a suncatcher using bottle lids and tissue paper</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a suncatcher using recycled CD's.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a suncatcher using recycled CD's..</li> <li>• Learners create a suncatcher using recycled CD's.</li> </ul> 
9	<b>VISUAL ARTS Mixed (secondary) colours.</b>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>



VISUAL ARTS Grade R : Term 2			
	<p><b>Orange, green and purple around us.</b></p> <p>Create in 2D</p>	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of umbrellas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of umbrellas.</li> <li>• Learners create a picture of umbrellas using paint, cotton wool and fingerprint for the rain.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a fish using a paper plate.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of a fish using a paper plate.</li> <li>• Learners create and decorate a picture of a fish using a paper plate.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make and decorate a picture of a letter of the</li> </ul> 

VISUAL ARTS Grade R : Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a letter of the alphabet.</li> </ul>	<p>alphabet using primary and secondary colours.</p> <ul style="list-style-type: none"> <li>• Learners create and decorate a picture of a letter of the alphabet using primary and secondary colours.</li> <li>• Learners use the first letter of their names.</li> </ul>
	Create in 3D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a rainbow using cardboard.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a rainbow using cardboard and cotton wool..</li> <li>• Learners create a rainbow using cardboard and cotton wool.</li> </ul> 



VISUAL ARTS Grade R : Term 2			
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a necklace using macaroni or plastic tubes.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a necklace using macaroni or plastic tubes.</li> <li>• Learners create a necklace using macaroni or plastic tubes.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a paper chain and a pot of gold with different colours.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a paper chain and a pot of gold using different colours.</li> <li>• Learners create a paper chain and a pot of gold using different colours.</li> </ul> 
<b>Assessment</b> The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.			



### 3.5. Grade R : Term 3

Performing arts for each week is stated whereafter visual arts follows.

<b>PERFORMING ARTS</b> <b>Grade R : Term 3</b>	
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Take</b> part in warm up exercises.</li> <li>• <b>Participate</b> in outside play with water, mud and containers.</li> <li>• <b>Participate</b> in spatial orientation exercises</li> <li>• <b>Participate</b> in exercises to improve laterality.</li> <li>• <b>Participate</b> in activities to demonstrate and develop motor skills</li> <li>• <b>Move</b> in time to music.</li> <li>• <b>Develop</b> sensory exploration.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take</b> part in gross motor activities</li> <li>• <b>Participate</b> in fine motor skills development.</li> <li>• <b>Participate</b> in activities to develop eye- foot coordination.</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li> <li>• <b>Participate</b> in midline crossing exercises.</li> <li>• <b>Participate</b> in balance exercises</li> <li>• <b>Participate</b> in exercises to improve static balance.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness..</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> <li>• <b>Participate</b> in loco motor activity exercises.</li> <li>• <b>Respond</b> to cognitive stimulation.</li> <li>• <b>Demonstrate</b> physical and motor activities.</li> </ul>
<b>Grade R : First Year</b>	<b>Activities, techniques, notes, etc.</b>

**PERFORMING ARTS****Grade R : Term 3****Week 1**

- Learners run on their toes and when the teacher blows the whistle, they walk on their heels.
- Learners jump forward and backward with feet together.
- Learners sort different shapes and colours macaroni

**Week 2**

- Learners do leopard crawling.
- Learners jump like a frog.
- Learner use tempo fast/faster/slow/slower when they jump like a frog.
- Teacher pours washing powder in a bucket with water and learners play freely with the bubbles

**Week 3**

- Learners bend and run with their bodies as low as they can to the opposite corner.
- Learners walk back while they make themselves as tall as they can.
- Learners fill bottles with sand or water using a teaspoon.
- Learners throw water from one bottle to another.

**Week 4**

- Learners run with their hands on their heads in different directions.
- Learners hop on their left leg and then on their right leg with their hands on their heads.
- Teacher lays a rope in a zig-sag pattern on the ground. Learners walk on the rope.

**Week 5**

- Learners lie on their backs and cycle with their legs.
- Learners pretend they are driving a taxi/bus/ car.
- Learners drive slowly/ fast.
- Learners indicate that they are turning left/right.
- Learners stamp their feet 3 times. Learners clap their hands 5 times. Learners click their fingers 2 times. Learners wink their eyes 4 times.

**Week 6**

- Teacher revises how to do body percussion.
- Learners do body percussion – learners hit/slam the table like a drum
- Learners fly like a bird while running around.
- Learners practise fastening and loosening of buttons, using Velcro, buttons and zips.

**Week 7**

- Learners identify a yellow ball.
- Learners bounce the ball up and down, using alternating hands
- Learners illustrate stories through simple drawing or acting.

**Week 8**

- Learners hit yellow balloons and try to keep them in the air.
- Learners taste sweet, sour, salty and bitter food

**Week 9**

PERFORMING ARTS Grade R : Term 3	
	<ul style="list-style-type: none"> <li>• Learners jog on the spot.</li> <li>• Learners perform actions like curling, twisting, bending and stretching their bodies.</li> <li>• Learners throw beanbags to each other.</li> </ul>
Grade R : Second Year	Activities, techniques, notes, etc.
<b>Week 1</b> <ul style="list-style-type: none"> <li>• Learners scrunch up newspapers in balls. Teacher slowly beats a drum. The learners throw newspaper balls in the air to the beat of the drum and catch it. Learners throw the balls faster when the drum plays faster.</li> <li>• Learners use blankets and lie on/under their blankets.</li> <li>• Learners put the blanket around/under them.</li> <li>• Learners pull their blankets over their heads.</li> <li>• Learners put down their blankets.</li> <li>• Learners stand behind/front to the side/left/right side of their blankets.</li> </ul> <b>Week 2</b>	<b>Week 5</b> <ul style="list-style-type: none"> <li>• Learners run around and fly like aeroplanes with their arms stretched out.</li> <li>• Learners pretend they are cars that drive and stop when the whistle blows.</li> <li>• Learners demonstrate physical and motor activities for example:. run in all directions like frightened chickens, gallop like a horse, roll in the mud like a pig, or walk in a row like ducks.</li> </ul> <b>Week 6</b> <ul style="list-style-type: none"> <li>• Teacher plays music with short quick notes as well as long notes. Learners give short quick steps on the short notes and long steps on the long notes.</li> <li>• Learners hit a light sponge ball in the air to each other. Learners kick the ball to each other.</li> </ul> <b>Week 7</b>

PERFORMING ARTS Grade R : Term 3	
<ul style="list-style-type: none"> <li>Teacher places cones in a large outside area. The learners move freely among the cones in time while the teacher plays on the tambourine and freeze when the tambourine stops. Repeat a few times.</li> <li>Learners participate in special awareness exercises. Teacher lays a rope using a zig-zag pattern on the floor. Learners walk to and fro on rope.</li> <li>Learners repeat the exercise with bean bags on their heads.</li> <li>Learners repeat above exercises on a curved line</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Learners imitate the teacher by saying various names of learners rhythmically and clapping hands.</li> <li>Learners hop with one leg to a target and back. Repeat with the other leg.</li> <li>Learners participate in fine motor skills activities e.g. trace shapes.</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Learners gallop like a horse, jump like a frog etc.</li> <li>Learners throw a small pillow in the air, catch it against their bodies.</li> <li>Learners try to kick and catch the pillow.</li> </ul>	<ul style="list-style-type: none"> <li>Learners run to the jungle gym, climb up the ladder, come back and jog on the spot. Repeat few times.</li> <li>Learners lie on their backs with their arms on their sides and feet together.</li> <li>Learners move their arms to their shoulders and back 10 times. Learners move their legs in and out 8 times. Learners move their arms and legs 7 times</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>Learners lie down and bask in sun like Laquan's Learners wake up slowly and begin to stretch their legs .After stretches they move and lie flat on the ground.</li> <li>Learners use different sizes of balls. Learners roll balls towards objects. Learners move objects different distances from learners. Learners sit on a chair. Learners roll the ball with their right/left foot on one spot.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>Learners walk or run in different directions. When the whistle blows, learners stop and jump up and down. Repeat the exercise a few times.</li> <li>Learners stand in pairs facing each other. Learners bounce and throw balls to each other.</li> </ul>
<b>Grade R : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1</b>	<b>Week 6</b>



<ul style="list-style-type: none"> <li>• Learners run in circles while clapping hands until whistle blows. Learners change direction.</li> <li>• Learners walk with legs astride over the rope and stamp their feet left/right as they walk</li> <li>• Learners lift up their left/right shoulder.</li> <li>• Learners pull up their left/right knee to their chests.</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Learners run with their hands on their heads/hips/ shoulders.</li> <li>• Learners clap on the rhythm of the music.</li> <li>• Learners stamp their feet on the rhythm of the music.</li> <li>• Teacher places boxes with the open ends facing the learners. Learners dribble the ball to the box and try to kick the ball in the box. Repeat few times.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Learners crawl forward/backwards to a target and back.</li> <li>• Learners swing their left arm while holding a bean bag in the right arm. Learner change arms.</li> <li>• Learners sit on a chair, bend/reach/move their arms in a circle.</li> <li>• Learners clap with their hands above their heads/in front of their heads.</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>• Learners help to blow up balloons.</li> <li>• Learners play balloon games e.g. try to hit two balloons at once.</li> <li>• Learners place a bean bag on one foot and lift the leg for ten counts. Learners balance the bean bag on the other foot. Learners repeat the exercise.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners stand in pairs. Learners must try to catch each other. Take turns.</li> <li>• Learners bend down and grip their ankles. Learners try to walk as fast as possible around a ball without falling forward. Learner walk backwards/forwards.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Learners run on the spot. Learners stop when the tambourine stops and go and stand by a beanbag. Learners dribble the beanbag with one foot while the tambourine plays. Learners do the same with the other foot.</li> <li>• Teacher plays slow/fast music .Learners fly like birds according to the tempo.</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>• Learners walk in different directions. When the whistle blows they walk faster. When whistle blows again they run.</li> <li>• Learners stand in two long rows with their legs apart. The learner at the front crawls through between everybody`s legs and stand at the back of the row. Continue till everybody had 2 turns.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>• Teacher plays high and low music. When the music is low the learners swing their buttocks. When the music is high they clap their hands. Learners use different actions and repeat the exercise a few times.</li> <li>• Teacher spans a rope approximately 1 metre above the ground. The learners stand in pairs on either side of the rope. They throw</li> </ul>
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**PERFORMING ARTS****Grade R : Term 3****Week 5**

- Teacher places soft balls in a large play area. Learners skip, jump, dance gallop through the balls without touching a ball. When the tambourine stops each learner stands by a ball.
- Teacher places a rope in a straight line on ground. Learners move slow/fast on the line. Teacher gives instructions for example: walk in front of/behind/on the line. Walk away from/closer to the rope. Walk backwards/forwards on rope.

the beanbag across the rope to each other. Then they throw the beanbag under the rope and try to catch it.



VISUAL ARTS GRADE R Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b> <b>Me and my family</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family tree.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a family tree with photos or pictures of a family.</li> <li>• Learner create a family tree with photos of their families or pictures of a family.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a photo frame.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a photo frame using popsicle/ice cream sticks.</li> <li>• Learner create a photo frame using popsicle/ice cream sticks and put a photo of their family in/on the frame.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b>

VISUAL ARTS GRADE R Term 3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> members of their family using empty toilet rolls.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a family using toilet rolls and pipe cleaners.</li> <li>• Learner create a family using toilet rolls an pipe cleaners.</li> </ul> 
	Create in 2D	<ul style="list-style-type: none"> <li>• <b>Grade R : First Year</b> <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family picture.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a picture with all the family members.</li> <li>• Learner create a picture with all the family members in the picture.</li> <li>• Learners bring photos of their family members or cut out pictures in a magazine.</li> <li>• Learners paste the pictures or photos on the template and colour the pictures.</li> </ul> 
		<b>Grade R : Second Year</b>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> </ul>

# **VISUAL ARTS GRADE R Term 3**

	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with family members in the house, using shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a house and family members using different shapes for the house and each family member.</li> </ul>
	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family tree using handprints.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a family tree using different colours handprints.</li> <li>• Learner create a family tree with different colours handprints</li> </ul>





# VISUAL ARTS GRADE R Term 3



2	<b>VISUAL ARTS</b> <b>Me and my family</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a birthday hat.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a birthday hat</li> <li>• Learner create a birthday hat and decorate the hat.</li> <li>• Learners colour or paint a big circle given by the teacher.</li> <li>• Learners decorate the birthday hat.</li> <li>• Teacher cuts up to the middle of the circle.</li> <li>• Learners turn the circle and paste it to form a hat.</li> <li>• Learners put some strips of golden/ silver paper or a pom-pom with glue at the top.</li> <li>• Learners put dots of glue all over the hat and put glitter on it.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a mirror frame using a recycled CD.</li> <li>• Learner create a mirror frame using a recycled CD.</li> </ul>



# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Create and decorate</b> a hand made mirror frame using a recycled CD.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners paste an old CD on a cut out mirror from cardboard. The learners decorate the frame of the mirror with beads, buttons, macaroni etc</li> <li>• Learners paste a picture of themselves on.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> family picture blocks using decoupage.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make family picture blocks using decoupage.</li> <li>• Learner create a family picture block using decoupage.</li> </ul>	
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p>	

# VISUAL ARTS GRADE R Term 3



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a big wall painting. Learners draw or paint their family on big sheet of paper pinned against the wall.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a wall painting with family members painted on the picture.</li> <li>• Learner create a wall painting with family members on the picture.</li> <li>• Teacher pins a big sheet of paper on the wall. The learner must draw/paint their family with broad paint brushes or thick wax crayons.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with family members.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to make a picture of a house with family members in the house using collage.</li> <li>• Learner create a picture of a house with family members in the house using collage.</li> </ul> 
		<p><b>Grade R : Third Year</b></p>	<p><b>Grade R : Third Year</b></p>

# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> houses and family members with corresponding colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises what a family is.</li> <li>• Teacher demonstrates how to create a picture of a house and family members with corresponding colours.</li> <li>• Learner create a picture of a house and family members with corresponding colours.</li> </ul>
3	<b>VISUAL ARTS</b> <b>Me and my home</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a hut with recycled materials.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a hut using recycled materials.</li> <li>• Learner create a hut with recycled materials.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a house using popsicle/ ice cream sticks and fabric.</li> </ul>





# VISUAL ARTS GRADE R Term 3



		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house using popsicle/ ice cream sticks and fabric.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner create a house using popsicle/ice cream sticks and fabric.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper bag house.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a paper bag house.</li> <li>• Learner create and decorate a paper bag house.</li> </ul>	
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> </ul>	





# **VISUAL ARTS GRADE R Term 3**

	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with shapes</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a house using shapes.</li> <li>• Learner create a picture of a house using shapes.</li> </ul>	
	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a bookmark with a picture of a house.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a bookmark with a picture of a house on the bookmark.</li> <li>• Learner create a bookmark using a picture of a house on the bookmark.</li> </ul>	
	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a picture of a house with different rooms in the house.</li> <li>• Learner create a picture of a house with different rooms in the house.</li> </ul>	



# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house with different rooms showing the furniture.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners receive a cut out house, with the house part divided in four. The learners cut out pictures of different furniture of different rooms and paste it in appropriate room. Furniture must not be mixed.</li> </ul>	
4	<b>VISUAL ARTS</b> <b>Me and my home</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> stacking house blocks.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make stacking house blocks.</li> <li>• Learner create a stacking house using blocks.</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b>	



# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house using recycled cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a house using recycled cardboard boxes.</li> <li>• Learner create a house using recycled cardboard boxes.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a house using a recycled milk carton.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a house using a recycled milk carton.</li> <li>• Learner create a house using a recycled milk carton.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a picture of a house using different shapes.</li> </ul>



# **VISUAL ARTS GRADE R Term 3**

	<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a house with different shapes and materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner create a picture of a house using different shapes and materials.</li> </ul>	
	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a house looking like a big crayon.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to make a picture of a house looking like a big crayon.</li> <li>• Learner create a picture of a house looking like a big crayon.</li> </ul>	
	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : Third Year</b></p>	



# **VISUAL ARTS GRADE R Term 3**

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a hut using different materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises houses.</li> <li>• Teacher demonstrates how to create a picture of a hut using different materials.</li> <li>• Learner create a picture of a hut using different materials.</li> </ul>	
5	<p><b>VISUAL ARTS</b></p> <p><b>Transport</b></p> <p>Create in 3D</p>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a car using a recycled cardboard box.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to create a car using a recycled cardboard box.</li> <li>• Learner create a car using a recycled cardboard box.</li> <li>• Learners paint and decorate the car.</li> </ul>	

# VISUAL ARTS GRADE R Term 3



		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a train using toilet rolls.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to create a train using toilet rolls.</li> <li>• Learner create a train using toilet rolls.</li> <li>• Learners paint and decorate the train.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a school bus using an empty milk carton.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a school bus using an empty milk carton.</li> <li>• Learner create a school bus using an empty milk carton.</li> <li>• Learners paint and decorate the school bus.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> </ul>

# **VISUAL ARTS GRADE R Term 3**

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a school bus using different shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a school bus using different shapes.</li> <li>• Learner create a picture of a school bus using different shapes.</li> </ul>	
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a train using different shapes.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport,</li> <li>• Teacher demonstrates how to make a picture of a train using different shapes.</li> <li>• Learner create a picture of a train using different shapes.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> </ul>	





# **VISUAL ARTS GRADE R Term 3**




		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a train using a footprint and paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a train using a footprint and paint.</li> <li>• Learner create a picture of a train using a footpring and paint.</li> </ul>	
6	<b>VISUAL ARTS</b> <b>Transport</b> Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a steam boat.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to create a steam boat.</li> <li>• Learner create a steam boat using empty boxes and paper tubes.</li> <li>• Learners colour or paint little empty boxes and tubes made from paper. Paste the tubes in the box to create a steamboat. Learners use cotton wool to create steam</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a car using recycled cardboard boxes.</li> <li>• Learner create a car using a card board box.</li> </ul>	





# **VISUAL ARTS GRADE R Term 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a card board box car.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher divides the learners in groups.</li> <li>• Learners take a big box and paint it. Learners use paper plates for wheels. Learners decorate and paint paper plates and paste it on box.</li> <li>• Learners take turns to push each other around in the box. Learners use a decorated paper plate as a steering wheel.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a space shuttle.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a space shuttle.</li> <li>• Learner create a space shuttle.</li> <li>• Learners colour or decorate cut out wings and a toilet roll.</li> <li>• Learners paste a toilet roll on the wings to create a space shuttle. A pilot can be created from clay.</li> </ul>	
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : First Year</b></p>	

# **VISUAL ARTS GRADE R Term 3**

		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a truck.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a truck.</li> <li>• Learner create a picture of a truck.</li> </ul>	
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a hot air balloon.</li> </ul>	<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a hot air balloon.</li> <li>• Learner create a picture of a hot air balloon using a cup cake liner.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of hot air balloons using buttons.</li> <li>• Learner create a picture of hot air balloons using buttons.</li> </ul>	

# **VISUAL ARTS GRADE R Term 3**




		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of hot air balloons using buttons.</li> </ul>	
7	<b>VISUAL ARTS</b>  <b>Transport</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a car using a toilet roll.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a car using an empty toilet roll.</li> <li>• Learner create and decorate a car using an empty toilet roll.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an aeroplane using popsicle/ice cream sticks..</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make an aeroplane using popsicle/ice cream sticks.</li> <li>• Learner create an aeroplane using popsicle/isce cream sticks.</li> </ul> 

# **VISUAL ARTS GRADE R Term 3**




		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a boat using popsicle/ice cream sticks.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a boat using popsicle/ice cream sticks.</li> <li>• Learner create and decorate a boat using popsicle/ice cream sticks.</li> </ul>
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a police car using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a police car using a paper plate.</li> <li>• Learner create a picture of a police car using a paper plate.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> </ul>



# **VISUAL ARTS GRADE R Term 3**



		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a police car using a handprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a police car using a handprint.</li> <li>• Learner create a picture of a police car using a handprint</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a boat.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport.</li> <li>• Teacher demonstrates how to make a picture of a boat.</li> <li>• Learner create a picture of a boat.</li> </ul>	
8	<b>VISUAL ARTS</b> <b>Look, colour has no shape or size</b>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make an apple using a toilet roll.</li> </ul>	

# VISUAL ARTS GRADE R Term 3



	Create in 3D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a toilet paper roll apple.</li> </ul>	<ul style="list-style-type: none"> <li>• Learner create a toilet roll apple.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a chain necklace.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a chain necklace.</li> <li>• Learner create and decorate a chain necklace.</li> </ul>  
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a chicken using a paper plate.</li> <li>• Learner create a chicken using a paper plate</li> </ul> 



# **VISUAL ARTS GRADE R Term 3**



		<ul style="list-style-type: none"> <li>• <b>Create</b> a chicken using a paper plate.</li> </ul>	
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a red hen.</li> </ul> <p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper plate ladybug.</li> </ul> <p>• <b>Grade R : Third Year</b> Create artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</p>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of a red hen.</li> <li>• Learner create a picture of a red hen.</li> </ul>  <p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a ladybug using a paper plate.</li> <li>• Learner create a paper plate ladybug.</li> </ul>  <p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>

# **VISUAL ARTS GRADE R Term 3**



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a daffodil using a cup cake liner.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a flower using a cup cake liner.</li> <li>• Learner create a picture of a daffodil using a cup cake liner.</li> </ul>	
9	<b>VISUAL ARTS</b> <b>Look, colour has no shape or size</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a crown using a paper plate.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours</li> <li>• Teacher demonstrates how to make a paper plate crown.</li> <li>• Learner create and decorate a crown using a paper plate</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b>	




## VISUAL ARTS GRADE R Term 3

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Paint</b> sea shells different rainbow colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to paint sea shells.</li> <li>• Learner paint sea shells different rainbow colours.</li> </ul>	
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a wall ornament.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to create a wall ornament using salt dough.</li> <li>• Learner create an ornament using salt dough.</li> </ul>	

# VISUAL ARTS GRADE R Term 3

	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a rainbow Christmas tree.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of a rainbow Christmas tree.</li> <li>• Learner create a picture of a rainbow Christmas tree.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a clover flower with rainbow colours using collage.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to create a rainbow clover using collage.</li> <li>• Learner create a rainbow clover using collage.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b>

## VISUAL ARTS GRADE R Term 3

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|  |  | <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes in the sea using paper plates.</li> </ul> | <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture of fishes in the sea.</li> <li>• Learner create a picture of fishes using paper plates.</li> </ul> |  |
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### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

### 3.6. Grade R : Term 4



Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade R : Term 4	
<b>Content:</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Take</b> part in warm up exercises.</li> <li>• <b>Participate</b> in outside play with water, mud and containers.</li> <li>• <b>Participate</b> in spatial orientation exercises</li> <li>• <b>Participate</b> in exercises to improve laterality.</li> <li>• <b>Participate</b> in activities to demonstrate and develop motor skills</li> <li>• <b>Move</b> in time to music.</li> <li>• <b>Develop</b> sensory exploration.</li> <li>• <b>Participate</b> in exercises to improve focus.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Take</b> part in gross motor activities</li> <li>• <b>Participate</b> in fine motor skills development.</li> <li>• <b>Participate</b> in activities to develop eye- foot coordination.</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination skills.</li> <li>• <b>Participate</b> in midline crossing exercises.</li> <li>• <b>Participate</b> in balance exercises</li> <li>• <b>Participate</b> in exercises to improve static balance.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness..</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> <li>• <b>Participate</b> in loco motor activity exercises.</li> <li>• <b>Respond</b> to cognitive stimulation.</li> <li>• <b>Demonstrate</b> physical and motor activities.</li> <li>• <b>Participate</b> in activities to develop gross motor skills.</li> </ul>
<b>Grade R : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1</b> <ul style="list-style-type: none"> <li>• Learners pretend they are fishes swimming in the water. Learners stretch and curl their bodies in different directions</li> <li>• Learners crawl through hoops, underneath tables, chairs etc.</li> </ul> <b>Week 2</b>	<b>Week 6</b> <ul style="list-style-type: none"> <li>• Learners do jumping jacks.</li> <li>• Learners follow moving marbles on a cake tin lid with their eyes.</li> </ul> <b>Week 7</b>



PERFORMING ARTS Grade R : Term 4	
<ul style="list-style-type: none"> <li>Learners run like a dog, stalk like a cat.</li> <li>Learners sort beads according to size and colour.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Learners walk with a bean bag on their heads. Learners run with a bean bag on their heads.</li> <li>Learners attach pegs on the sides of an ice-cream holder.</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Learners jog on the spot with a beanbag on their heads .Learners walk/run with a bean bag on their left/right shoulders.</li> <li>Learners copy the teacher`s pattern on a peg board.</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Learners crawl to the front/back.</li> <li>Learners crawl forwards and backwards.</li> <li>Learners run around a circle and clap their hands. Learners jump around in a circle and clap their hands above their heads.</li> </ul>	<ul style="list-style-type: none"> <li>Learners run with their hands on their head/hips. Learners run with their hands on their hips/above head/on their shoulders.</li> <li>Learners must run to and climb onto the jungle gym and slide off the jungle gym with the slide and run back to the teacher.</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>Learners hit red balloons and try to keep the balloons in the air.</li> <li>Learners sort objects with different textures in groups</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>Learners run to a point and jump on both legs back. Learners run again and jump on one leg back. Repeat a few times.</li> <li>Learners crawl through and under tables and chairs.</li> </ul>
Grade R : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>Learners circle both arms like windmills forward and backward. Learners stretch hands open and close. Learners snap with their fingers. Repeat a few times.</li> <li>Teacher lays hoops some distance from each other on the grass. Learners throw beanbags into the hoop, in front of the hoop and behind it.</li> <li>Learners jump inside, outside, in front of, next to, behind the hoop.</li> </ul> <p><b>Week 2</b></p>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>Learners walk with small/big steps slow/fast on the beat of the music. Learners walk on their heels/toes slow/fast on the beat of the music.</li> <li>Teacher draws thick lines around simple pictures. Learners must cut it out.</li> </ul> <p><b>Week 7</b></p>



PERFORMING ARTS Grade R : Term 4	
<ul style="list-style-type: none"> <li>Learners throw target with a ball to plastic bottles.</li> <li>Learners jog on spot. Learners jump with their feet together 3 times forward and 2 times backward.</li> <li>Learners jump with feet together over a rope. Jump in the air with open legs. When landing, feet must be together.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>Learners run with a potato in a spoon from one spot to another.</li> <li>Learners taste sour/ sweet/ bitter food</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>Learners jog on the spot. Learners lie on back and lift their right leg up and down. Learners lift their left leg up and down. Learners lift their right leg and left arm up and down. Learners lift both legs up and down.</li> <li>Teacher puts a ladder on the ground. Learners walk between ladder steps without touching the steps. Repeat a few times.</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>Learners run on their left/right leg from one point to another. Learners run forwards and backwards. Learners jump on both legs together forward and backward.</li> <li>Learner walk/hop/jump/on a line backward and forward/sideways. Learners jump over the line.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher puts 3 hoops in a row on the ground. Learners run zig-sag through the hoops. Learners hop on their left/right leg through the hoops.</li> <li>Learners sort different sizes of objects like marbles, paperclips and beans. Learner drop the objects in a bottle with a small opening</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>Teacher places a big sheet of newspaper in front of each learner. Learner must run fast/slow with big/small steps around newspaper. Learners jump with both feet over the newspaper.</li> <li>Learners sit on chairs. Learners roll different sizes of balls under their feet. Learners stand up and with support roll the ball under their left/right foot. Learners dribble the ball.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>Teacher plays music. Learners must have a certain face expression for example a sad face.. When the music stops the learners must change their expressions. Repeat a few times</li> <li>Teacher lays hoops on grass. Learners must crawl through them. Different colours can be used. Teacher tells them for example to climb through red/ yellow or green hoops.</li> </ul>
<b>Grade R : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1</b>	<b>Week 6</b>



<ul style="list-style-type: none"> <li>• Learners jog on the spot. Learners stand in a crawling position. Learners lift their left/right arm up and down. Learners lift and stretch their left/right leg. Learners lift their right arm and left leg.</li> <li>• Learners execute cross-over swings of their arms and legs and touch their opposite shoulder, buttock, knee and foot. Learners swing arms in circles. Learners cross their legs.</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Teacher lines up boxes in a row so that they form a tunnel. Learners crawl through the boxes. Repeat a few times.</li> <li>• Learners combine dots to form a picture.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Learners do free play in the jungle gym.</li> <li>• Learners blow bubbles. Learners pinch the bubble with a peg to break the bubble</li> </ul> <p><b>Week 4</b></p> <ul style="list-style-type: none"> <li>• Learners jog on the spot. Learners kneel, Learners move their arms like a windmill, twist their bodies and clap their hands. Learners do movements above their heads.</li> <li>• Learners pull cotton wool in small pieces. Learner store the cotton wool in a container for future activities. Learners tear steel wool in small pieces</li> </ul> <p><b>Week 5</b></p> <ul style="list-style-type: none"> <li>• Teacher fills a tin with a lid with stones. Teacher attaches a rope to the can. Learners run on the playground and pull it around.</li> <li>• Learners bounce a ball up and down. Learners roll/kick a ball to each other</li> </ul>	<ul style="list-style-type: none"> <li>• Learners jog on one spot, slower/faster. Learners run like an ostrich and clap their arms against their sides. Learners run with their hands on their hips/above their head/on their toes.</li> <li>• Learners button and unbutton different sizes of buttons.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Learners kneel and hop and throw a ball to each other. Repeat a few times.</li> <li>• Teacher covers bricks with material. Learners push the bricks from one side to the other side with both hands. Learners push the bricks with their left or right hand from one side to the other side.</li> </ul> <p><b>Week 8</b></p> <ul style="list-style-type: none"> <li>• Teacher places a big sheet of newspaper in front of each learner. Learners gallop fast/slow around the newspaper. Learners lie on their backs, legs straight, with the newspaper in both hands above the head. Learners move up and touch toes with the newspaper. Repeat the activity a few times</li> <li>• Learners walk forward on a plank laid on the ground, learners walk backward, bend down slowly, touch the plank and rise again.</li> </ul> <p><b>Week 9</b></p> <ul style="list-style-type: none"> <li>• Learners stretch their necks/hands to reach high up in the tree. Learners drink water low from a stream. Repeat a few times. Between exercises learners run on the spot.</li> <li>• Learners jump inside a hoop, stand outside the hoop, jump in and out the hoop.</li> <li>• Learners throw beanbags in the hoop, next to the hoop.</li> </ul>
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VISUAL ARTS      Grade R : Term 4			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS  Water  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a jellyfish made from paper plates and ribbon.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a jellyfish using paper plates and ribbon.</li> <li>• Learners create a jellyfish using paperplates and ribbon.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish made from salt dough or polymer clay.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a fish using salt dough or polymer clay.</li> <li>• Learners create and decorate a polymer clay or salt dough fish.</li> </ul> 
		<b>Grade R : Third Year</b>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> </ul>







VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a jellyfish made from tissue paper and ribbon.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a jellyfish using tissue paper and ribbon.</li> <li>• Learners create a jellyfish using tissue paper and ribbon</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of the sea.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of the sea with fishes in the sea.</li> <li>• Learners create a picture of the sea with fishes in the sea.</li> <li>• Learners colour a paper plate blue. Learners paste beans at the bottom. Learners tear green paper in strips and paste it on the picture..Learners colour and cut out fishes and paste it on the picture.</li> </ul> 
		<b>Grade R : Second Year</b>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> </ul>

VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an octopus using a paper plate.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an octopus using a paper plate.</li> <li>• Learners create an octopus with a paper plate.</li> <li>• Learners colour a paper plate. Learners attach tentacles at the bottom of plate. Learners paste eyes and draw a nose.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of the sea and fishes made from paper plates.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of fishes in the sea.</li> <li>• Learners create a picture of fishes made of paper plates in the sea</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
2	<b>VISUAL ARTS</b>  <b>Water</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a boat using an empty juice box.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water vessels.</li> <li>• Teacher demonstrates how to make a boat using an empty juice box.</li> <li>• Learners create a boat using an empty juice box.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a boat using a pool noodle.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water vessels.</li> <li>• Teacher demonstrates how to create a boat using a pool noodle.</li> <li>• Learners create a boat using a pool noodle.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b>


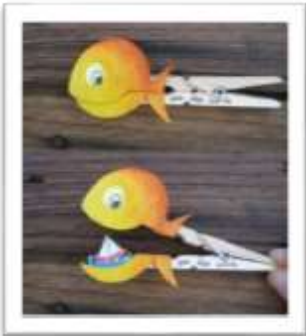
VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a light house using a paper cup.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises water resources.</li> <li>• Teacher demonstrates how to make a light house using a paper cup.</li> <li>• Learners create a light house using a paper cup.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes in water using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of fishes using paper plates.</li> <li>• Learners create a picture of fishes in the sea using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a fish using recycled CD's.</li> </ul> 

VISUAL ARTS      Grade R : Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> fishes made with recycled CD's.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a fish using recycled CD's.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes in water using different shades of the same colour.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a picture of fishes using shades of the same colour.</li> <li>• Learners create a picture of fishes using shades of the same colour.</li> </ul> 
3	<b>VISUAL ARTS</b>  <b>Pets</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog using paper cups.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Create</b> a dog using paper cups.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a dog with paper cups.</li> </ul>
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> dogs using paper cups.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog using paper cups.</li> <li>• Learners create a dog using paper cups.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> birds using paper plates and ribbon.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a bird using paper plates and ribbon.</li> <li>• Learners create a bird using paper plates and ribbon.</li> </ul> 







VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a cat using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a cat with paper plates.</li> <li>• Learners create a cat using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fishes made from bottle caps.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture with fishes made from bottle caps.</li> <li>• Learners create a picture of fishes made with bottle caps.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a bird and decorate it with feathers.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a bird decorated with feathers.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of a bird and decorate the bird with feathers.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Pets</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish using pegs.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a fish using a peg.</li> <li>• Learners create a fish using a peg.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> </ul>







VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a stone frog.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a stone frog.</li> <li>• Learners create and decorate a frog using a stone</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> aameleon using pipe cleaners.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a cameleon using pipe cleaners.</li> <li>• Learners create a cameleon using pipe cleaners.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> faces of animals using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make the face of a pet using a paper plate.</li> <li>• Learners create a pet face using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a rabbit.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets</li> <li>• Teacher demonstrates how to make a picture of a rabbit.</li> <li>• Learners create a picture of a rabbit.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a bird using a handprint.</li> <li>• Learners create a picture of a bird using a handprint.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a bird using a handprint. .</li> </ul>	
5	<b>VISUAL ARTS</b> <b>Farm animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a cow using an empty tin.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a cow using an empty tin.</li> <li>• Learners create a cow using an empty tin.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> </ul>

VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> animals using paper cups.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher</li> </ul>  <p>demonstrates how to make farm animals using paper cups.</p> <ul style="list-style-type: none"> <li>• Learners create farm animals using paper cups.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an animal using polymer clay.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a cow using polymer clay.</li> <li>• Learners create a cow using polymer clay.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : First Year</b>


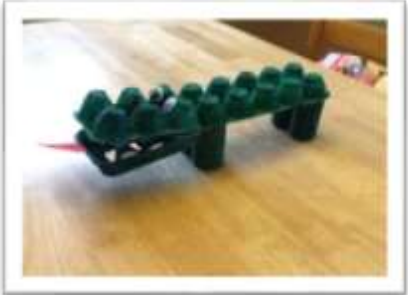
VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a cat using paper plates.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a cat using paper plates.</li> <li>• Learners create a cat using paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a sheep using bubble wrap.</li> </ul>	 <p>with bubble wrap</p> <b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a sheep with bubble wrap.</li> <li>• Learners create a picture of a sheep</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a sheep using cotton wool.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a sheep using cotton wool.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of a sheep using cotton wool.</li> </ul> 
6	<b>VISUAL ARTS</b>  <b>Farm animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a chicken made with toilet paper rolls or cardboard loops.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a chicken with toilet paper rolls or cardboard loops.</li> <li>• Learners create a chicken with toilet paper rolls or cardboard loops.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a chicken using an empty tin.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a chicken using an empty tin.</li> <li>• Learners create a chicken using an empty tin.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a sheep using polymer clay.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a sheep using polymer clay.</li> <li>• Learners create a sheep using polymer clay.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a pig using paper plates.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a pig with paper plates.</li> <li>• Learners create picture of a pig from paper plates.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a cow using paper plates.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a picture of a cow using paper plates.</li> <li>• Learners create a picture of a cow using paper plates.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b>








VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a peacock using rolled paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a peacock using rolled paper.</li> <li>• Learners create a peacock using rolled paper.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>Wild animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a crocodile using egg cartons.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a crocodile using egg cartons.</li> <li>• Learners create a crocodile using egg cartons.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>

VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a giraffe using empty tins.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a giraffe using empty tins.</li> <li>• Learners create a giraffe using empty tins.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a snake with folded paper.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>  <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a snake with folded paper.</li> <li>• Learners create a snake using coloured folded paper.</li> </ul>


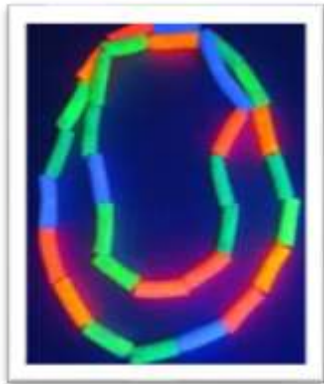
VISUAL ARTS		Grade R : Term 4	
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a monkey from a paper plate and cut out pieces.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a monkey using a paper plate.</li> <li>• Learners create a monkey with a paper plate.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a hippo from cut out pieces.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a hippo from cut out pieces.</li> <li>• Learners create a hippo from cut out pieces.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a rhino using a paper plate.</li> </ul>



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a rhino from a paper plate and cut out pieces.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a rhino from a paper plate and cut out pieces.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Wild animals</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a spiral snake.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a spiral snake.</li> <li>• Learners create and decorate a spiral snake.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>

VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a giraffe using pegs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a giraffe using pegs.</li> <li>• Learners create and decorate a giraffe using pegs.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> spiders using pipe cleaners.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make spiders with pipe cleaners.</li> <li>• Learners create a spider using pipe cleaners.</li> </ul> 
	Create in 2D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a zebra using a paper plate.</li> <li>• Learners create a zebra using a paper plate.</li> </ul> 



VISUAL ARTS		Grade R : Term 4	
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a zebra using a paper plate.</li> </ul>	
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a camel using a handprint.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to make a picture of a camel using a handprint.</p> <ul style="list-style-type: none"> <li>• Learners create a picture of a camel using a handprint.</li> </ul>
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a lion using a paper plate.</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a lion using a paper plate.</li> <li>• Learners create a lion using a paper plate.</li> </ul> 



VISUAL ARTS      Grade R : Term 4			
9	<b>VISUAL ARTS</b>  <b>Colour can be light or dark</b>  Create in 3D	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> glow in the dark jelly fish made with paper plates and ribbon.</li> </ul>	<b>Grade R : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a glow in the dark jelly fish;</li> <li>• Learners create a glow in the dark jelly fish with paper plates and ribbon.</li> </ul> 
		<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> glowing pasta necklaces.</li> </ul>	<b>Grade R : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a glow in the dark necklace using pasta.</li> <li>• Learners create a glow in the dark pasta necklace.</li> </ul> 
		<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<b>Grade R : Third Year</b> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make salt clay ornaments.</li> </ul>

VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> salt clay ornaments.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a salt clay ornament.</li> </ul> 
	Create in 2D	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pattern with bubble wrap stomp painting.</li> </ul>	<p><b>Grade R : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a pattern with bubble wrap stomp painting.</li> <li>• Learners create a pattern with bubble wrap stomp painting.</li> <li>• Teacher covers the learner's feet with bubble wrap.</li> <li>• Learners step in paint and with their feet full of paint, they create a pattern on a big sheet of white paper.</li> </ul> 
		<p><b>Grade R : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-</li> </ul>	<p><b>Grade R : Second Year</b></p>



VISUAL ARTS		Grade R : Term 4	
		<p>dimensional work using appropriate and available materials.</p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> patterns with roller pins and bubble wrap.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to paint with a roller pin and paint.</li> <li>• Learners create a pattern with a rolling pin and paint.</li> <li>• Learners cover a roller pin with paint.</li> <li>• Learners put a white paper on top of the bubble wrap.</li> <li>• Learners roll over the paper with the roller pin to create a pattern.</li> </ul> 
		<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two- or three-dimensional work using appropriate and available materials.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a shape with bubble wrap and paint.</li> </ul>	<p><b>Grade R : Third Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises rainbow colours.</li> <li>• Teacher demonstrates how to make a shape using bubble wrap and paint.</li> <li>• Learners create a shape using bubble wrap and paint.</li> <li>• Learners cut out a shape on bubble wrap.</li> <li>• Learners paint different colours on the shape.</li> <li>• Learners must identify the colours.</li> </ul> 

## FORMAL ASSESSMENT TASK: GRADE R

### GRADE R : TERM 1-4

- During each of the four terms, the teacher chooses
  - Two Performing Arts (Warm up and Play) activities (first year)
  - Two Performing Arts (Warm up and Play) activities (second year) and
  - Two Performing Arts (Warm up and Play) activities (third year)and report on 2 different assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.
- The assessment goals are similar for Grade R , first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

### PERFORMING ARTS

#### Warm up and play

- Choose two assessment goals for each term
- **Follow** a teacher-directed warm-up routine.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Build** own movement vocabulary using:
  - Loco motor movements such as walk, run, leap and gallop;
  - Non-loco motor movements such as reach, bend and rise
- **Discover** tempo through own suitable movements to slow and fast music
- **Move** to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.

- **Play** with different sizes, shapes and colours containers in water or in the sandpit
- **Stop / freeze, change direction** when whistle blows.
- **Push** a big box, cart or article filled with equipment/toys.
- **Play** body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.
- **March** activities on the rhythm of the music; clapping hands
- **Screw** and **unscrew** lids of different sizes bottles and/or **match** lids with bottles
- **Sort** blue/red/yellow objects/ beads etc
- **Hit , kick, throw or push** balloon, empty onion bag, soft ball or beanbag.
- **Blow** bubbles and/or step on bubbles.
- **Imitate** animal by movement or sound
- **Participate** in fine motor activities/hand eye coordination
- **Participate** in midline crossing exercises
- **Participate** in balance exercises
- **Participate** in outside water play.
- **Participate** in exercises to develop spatial awareness.
- **Participate** in laterality exercises.
- **Respond** to cognitive stimulation.
- **Demonstrate** physical and motor activities.
- **Develop** sensory exploration.
- **Identify** different textures.
- **Identify** different odours
- **Identify** different flavours

## **VISUAL ARTS**

### **Create in 2D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, sponges, wool, paper maché, stencils, melted crayons, sand paper, starch, finger paint, sand, tissue paper, tins, bubble wrap, cotton wool, paper plates, bottle lids, stones, pipe cleaners, peg, buttons, cup cake liners, decoupage, ice cream/popsicle sticks
- **Create** a 2D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.

### **Create in 3D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Build** a 3D art work using wooden blocks, shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.
- **Create** a 3D art work using natural and recycled materials.
- **Create** a 3D art work using edible food.
- **Create** a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.
- **Build** a simple puzzle 2-10 pieces. With or without knobs.

### 3.7. Grade 1 : Term 1

The instruction time for Grade 1 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated where after visual arts follows.

Please note that the articles and activities discussed in this curriculum are only suggestions. The teacher may use his/her own initiative to change an artwork or activity provided that the skills level must be the same.

<b>PERFORMING ARTS</b> <b>Grade 1: Term 1</b>	
<b>Content</b> <ul style="list-style-type: none"><li>• <b>Follow</b> a teacher-directed warm-up routine.</li><li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li><li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li><li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li><li>• <b>Express</b> moods and ideas through movement and songs.</li><li>• <b>Extend and refine</b> gross motor skills.</li><li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li><li>• <b>Sing</b> together with the music and dance to the music.</li><li>• <b>Participate</b> in activities to develop gross motor skills..</li><li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li><li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li></ul>	<ul style="list-style-type: none"><li>• <b>Sing</b> songs found in the immediate environment.</li><li>• <b>Participate</b> in exercises to develop eye-foot co-ordination</li><li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li><li>• <b>Extend and refine</b> fine motor skills.</li><li>• <b>Reinforce</b> hand eye coordination e.g. throw a beanbag through a hoop.</li><li>• <b>Participate</b> in exercises to develop fine motor skills.</li><li>• <b>Extend and improve</b> balance.</li><li>• <b>Improve</b> midline- crossing.</li><li>• <b>Participate</b> in physical development activities..</li><li>• <b>Participate</b> in activities to develop eye-hand coordination.</li> <li>• <b>Participate</b> in activities to develop fine motor coordination.</li><li>•</li></ul>

PERFORMING ARTS Grade 1: Term 1	
<ul style="list-style-type: none"> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> </ul>	
Grade 1 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Learners run around on the playground and touch various objects such as the jungle gym, sandpit, tree, and grass to experience different textures.</li> <li>• Learners play with different sizes and colours containers in water.</li> <li>• Learners play on drums and create a rhythm pattern with the names of the learners in the class.</li> <li>• Learners learn a rhyme about school and create a clapping game.</li> </ul> <p><b>Example of clapping game:</b></p> <p>"I won't go to school any more more more</p> <p>There's a big fat teacher at the door door door</p> <p>She took me by the collar and let me pay a dollar</p> <p>I won't go to school any more more more</p> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Learners hop on the spot on one leg. Change legs and hop again.</li> <li>• Learners pick up a beanbag with their toes.</li> <li>• Learners throw the beanbag towards a target.</li> <li>• Repeat several times.</li> <li>• Learners revise the school anthem and sing it.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners click their fingers with arms straight in front, out to the sides and above their heads.</li> <li>• Learners walk sideways on a plank</li> <li>• Learners stand with their eyes closed first on the left and then on the right leg.</li> <li>• Learners jump on the right or left leg.</li> <li>• Learners role play a situation to show a specific talent they have.</li> <li>• Learners play <math>\frac{3}{4}</math> rhythm on drums and practise to play different tempos.</li> </ul> <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>• Learners lie on their stomachs and roll 4 times to the right and 4 times to the left. When the whistle blows they jump to their feet.</li> <li>• Learners rotate their ankles, wrists, shoulders and elbows.</li> <li>• Learners jump with both feet to the left/right.</li> <li>• Learners jump only on left / right leg. Repeat several times.</li> <li>• Learners learn and sing a song about emotions for example "If you're happy and you know it clap your hands".</li> <li>• Learners use facial expressions to show emotions.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Learners make a big circle. They run clockwise and change direction on sound of whistle.</li> </ul>

**PERFORMING ARTS****Grade 1: Term 1**

- Learners mime different sport activities that is taking place at the beginning of the school year.

**Week 3**

- Teacher gives instructions. Walk sideways/backwards. Can you walk with smaller / bigger strides?
- Learners must try not to touch each other.
- Learners play with different colour and sizes containers in water
- Learners throw water from one container to another.
- Learners mime different class rules.
- Learners sing and dance action songs.

**Week 4**

- Run in circles and change direction when whistle blows
- Learners throw a beanbag through a hoop held by another learner
- Learners clap hands and/or stamp feet in a specific rhythm.
- Learners mime situations to show how one person differs from another for example one is running and the other is in a wheelchair.

**Week 5**

- Learners make big arm circles five times forwards and five times backwards.

- Learner dribble and kick a ball to a classmate. Classmate rolls it back.
- Learners do a role play about how to handle situations and emotions that it part of the situation for example happy when you get a new pet.
- Learners create a movement sentence depicting happiness.

**Week 8**

- Learners shake their fingers and feet and roll their shoulders forwards and backwards.
- Learners rotate their joints, ankles, wrists, shoulders and elbows.
- Learners sort different kinds of macaroni in containers.
- Learners sing a song about colours and use movement to depict different colours.
- Learners use drums to play different rhythms with music.

**Week 9**

- Learners jog on the spot.
- Teacher divides class in 2 groups.
- Group 1 throw the cones and try to knock them over.
- Group 2 throw the balls through a hoop held by another learner.
- Learners bend down and grip their ankles .They try to walk as fast as possible around a ball without falling forward.
- Learners paint their hands different colours and do an action song using their hands with the primary and secondary colours.



**PERFORMING ARTS****Grade 1: Term 1****Grade 1 : Second Year      Activities, techniques, notes, etc.****Week 1**

- Teacher draws hop scotch on ground with chalk.
- Learners take turns to finish the hop scotch track.
- Learners lift hoop from ground climb through it. Walk on hoop on ground. Roll hoop.
- Learners sing and perform an action song about the school.
- Teacher plays a CD while learners play on drums : First 2/2 and then 4/4 and count while doing

**Week 2**

- Learners run/walk/gallop through cones. Repeat with feet together.
- Learners sit on chairs and roll ball to each other with feet
- Learners mime different jobs at school for example teacher, principal, school nurse.
- Learners revise the National Anthem and sing the National Anthem.

**Week 3**

- Learners crawl through cones.
- Learners dribble a ball through cones.
- Learners jump with left/right leg in and out hoop.
- Learners crawl through hoop without hands helping.

**Week 6**

- Learners run and throw a beanbag in the air and catch it.
- Learners throw a beanbag through left or right leg and catch it with both hands or only with right or left hand.
- Learners throw beanbags at a target. Use baskets of various heights and size.
- Learners learn and perform a rhyme about emotions.
- Teacher plays happy and sad music while learners create a dance on the music.

**Week 7**

- Teacher puts a newspaper in front of learners.
- Learners stand behind the newspaper and jog fast/slow with big/small steps.
- Learners crunch the newspaper and throw it to each other.
- Learners straighten the newspaper and crunch it again.
- Learners throw the newspaper ball to each other.
- Learners pick up objects like beans, macaroni or buttons with clothes peg or tweezer.
- Learners dramatise a situation where emotions is involved for example a favourite toy is broken or a dog ran away.
- Teacher plays happy and sad songs and learners do body percussion.

**PERFORMING ARTS****Grade 1: Term 1**

- Learners turn hoop around arm, hand or foot.
- Learners role play helping a new learner on his/her first day at a new school.
- Learners learn and perform a welcome song to the new learners and teachers at school.

**Week 4**

- Teacher plays march music .
- Learners march with a stick in their hands .
- Learners hold the stick with both hands in front above their head.
- Learners spin different sizes of tops with their fingers.
- Learners learn a new rhyme or song and performs actions on the rhyme or song.
- Learners dramatise positive qualities in themselves.

**Week 5**

- Learners jog on the spot.
- Learners lie on their backs. Learners hold their knees and make themselves in a small bundle.
- Learners stretch out as far as they can .
- Learners cycle with their legs in the air.
- Learners make big circles with arms and a scarf in dominant hand. Learners lie down and put the scarf between their toes and make big circles. Learners alternate arms and feet.
- Learners learn and perform a rhyme about a special person.

**Week 8**

- Learners move to the rhythm of music using all body parts. Now learners clap the rhythm with any body part.
- .Learners tear newspapers in strips. Learners pick up the strips with their toes.
- Learners choose one colour and mime different situations where the colour is used for example blue for swimming in the sea or yellow for summer and the sun.



**Week 9**

- Learners run around until the whistle blows.
- Learners hit inflated balloons with sponge sticks to keep them in the air
- Learners clutch soft ball between their knees.
- Learners move their legs/bodies to and fro.
- Learners shut one eye and then other eye and repeat. Learners shut both eyes and repeat.
- Learners dress up with primary and secondary t-shirts and create a little dance showing the primary and secondary colours.



**PERFORMING ARTS****Grade 1: Term 1**

- Learners revise and perform an action song.



**VISUAL ARTS – GRADE 1 Term 1**

Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b> <b>Me and my school</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a book cover or place mat.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher hands out paper and wax crayons.</li> <li>• Learners draw a crayon from a template, choose their own colour and decorate the crayon with a picture of themselves.</li> <li>• Learners draw activities they like to do on the crayon.</li> <li>• Learners decorate the paper and use it as a book cover or place mat.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a school bus with ice cream sticks.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a school bus with ice cream sticks.</li> <li>• Learners create a school bus with ice cream sticks.</li> <li>• Learners paint the sticks.</li> <li>• Learners add wheels.</li> </ul> 

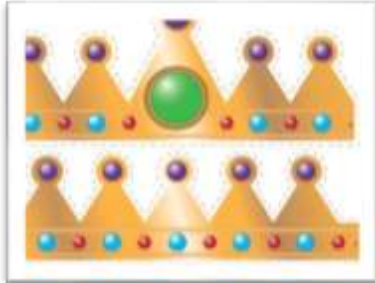


## VISUAL ARTS – GRADE 1 Term 1




	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a school building with different sizes boxes</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to build a school building with different sizes boxes.</li> <li>• Learners are divided in groups of three learners and build a school building with different sizes boxes.</li> <li>• Learners use a sponge to paint their building</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a photo frame from ice cream sticks.</li> <li>• Learners make their own photo frame from ice cream sticks.</li> <li>• Learners paint and decorate ice cream sticks.</li> <li>• Learners draw a picture of themselves or use the first day of school pictures to put into the photo frame.</li> </ul> 

## VISUAL ARTS – GRADE 1 Term 1



2	<b>VISUAL ARTS</b> <b>Me and my school</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pattern with Lego blocks and paint.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to paint with Lego blocks.</li> <li>• Learners dip Lego blocks in paint to create a pattern on white paper.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a birthday card with hand prints.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a birthday card with handprints.</li> <li>• Learners create a birthday card with hand prints.</li> </ul> 

# **VISUAL ARTS – GRADE 1 Term 1**




3	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make and decorate</b> birthday crown.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a birthday crown.</li> <li>• Learners make their own crown and decorate it.</li> </ul>  
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make and decorate</b> a School building.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teachers shows pictures of different School houses made with different materials.</li> <li>• Teacher demonstrates how to build a School building with a brown paper bag.</li> <li>• Learners create their own School buildings and decorate it.</li> </ul> 
		<b>Grade 1 : First Year</b>	<b>Grade 1 : First Year</b>

VISUAL ARTS – GRADE 1 Term 1			
VISUAL ARTS Me and my school	Create in 2D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a picture with paint and a big brush.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to paint with watercolour and a big brush.</li> <li>• Learners paint freely with a big brush on a big paper or newspaper.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a mystery picture with soap and watercolour paint.</li> </ul>	<b>Grade 1 :</b> <ul style="list-style-type: none"> <li>• Teacher how to picture with</li> </ul>   <b>Second Year</b> <p>demonstrates make a mystery soap and watercolour.</p> <ul style="list-style-type: none"> <li>• Learners draw a mystery picture of themselves with a piece of soap.</li> <li>• Learners paint over the soap picture with thin watercolour paint and the mystery picture will appear.</li> </ul>
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b>





VISUAL ARTS – GRADE 1 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Decorate</b> a tin for storage of crayons.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to decorate a tin to store crayons in class.</li> <li>• Learners decorate a tin for storage of crayons.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a pencil case using duck tape.</li> <li>• Learners use different colours and patterns of duct tape to make a pencil case.</li> </ul> 
4	VISUAL ARTS	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Learners colour and cut out the picture of body parts.</li> </ul>

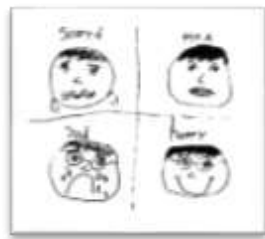


# **VISUAL ARTS – GRADE 1 Term 1**



<p><b>Everybody is special (me too)</b></p>	<p>Create in 2D</p>	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with cut out body parts</li> </ul>	<ul style="list-style-type: none"> <li>• Learners attach body parts with pins in the correct position to create a picture.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dressed up photo.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to draw or add accessories on a photo.</li> <li>• Teacher shows examples of dressed-up photos.</li> <li>• Learners take a photo of themselves and add or draw some accessories.</li> </ul> 
	<p>Create in 3D</p>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model out of polymer clay and paint it.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the difference between learners and how special everybody is.</li> <li>• Teacher shows photos and examples of images of people made with polymer clay.</li> <li>• Teacher demonstrates how to make a person out of polymer clay.</li> </ul> 




**VISUAL ARTS – GRADE 1 Term 1**



			<ul style="list-style-type: none"> <li>Learners create a model out of polymer clay of themselves and paint it.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a model out of polymer clay and paint it.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises the difference between learners and how special everybody is.</li> <li>Teacher shows photos and examples of images of people made with polymer clay.</li> <li>Teacher demonstrates how to make a person out of polymer clay.</li> <li>Learners create a group of people out of polymer clay to show how everybody is different and paint it.</li> </ul> 
5	<b>VISUAL ARTS</b> <b>Everybody is special ( me too)</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a mask with a specific emotion.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises emotions.</li> <li>Teacher demonstrates how to make a mask.</li> <li>Learners draw a picture with a specific emotion to create a mask.</li> </ul> 

## VISUAL ARTS – GRADE 1 Term 1

		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a poster with faces indicating different emotions.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Learners cut out faces from magazines with different emotions and paste it on a big paper or they draw 4 faces with different emotions.</li> </ul>  
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Paint</b> on stones.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises positive qualities in a person.</li> <li>• Teacher demonstrates how to paint on stones.</li> <li>• Learners paint stones and write a positive quality of his/her friend on the stone.</li> <li>• Learners give the stone to a special friend.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p>	<p><b>Grade 1 : Second Year</b></p>



VISUAL ARTS – GRADE 1 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a friendship bracelet using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises the qualities of a good friend.</li> <li>• Teacher demonstrates how to make an easy friendship bracelet.</li> <li>• Learners create their own friendship bracelet using recycled materials.</li> </ul> 
6	<b>VISUAL ARTS</b> <b>Me and my emotions</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> emotion cards.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make emotion flashcards.</li> <li>• Learners make their own emotion flashcards that can be used to show their own emotions.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> </ul>

VISUAL ARTS – GRADE 1 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Make</b> an emotion wheel.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a emotion wheel.</li> <li>• Learners make an emotion wheel or a mood meter.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an easy construction with Lego blocks.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrate how to build a house with lego blocks.</li> <li>• Learners build a house or any other easy construction with Lego blocks.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a car or any object with wheels with Lego blocks.</li> </ul>	<b>Grade 1 : Second Year</b> 



VISUAL ARTS – GRADE 1 Term 1			
			<ul style="list-style-type: none"> <li>Teacher demonstrates how to build a car or object with wheels using Lego blocks.</li> <li>Learners build a more advance object with wheels e.g. a car with Lego blocks.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>Me and my emotions</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities</li> <li><b>Create</b> patterns with paint decoupage and toothpicks.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher demonstrates how to paint on card board using decoupage and paint.</li> <li>Learners spread decoupage and paint on a thick card board.</li> <li>Learners mix it and create patterns with a toothpick</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>






# **VISUAL ARTS – GRADE 1 Term 1**



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a painting with leaves, cloth, sponge, rope etc attached to pegs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrate how to paint pictures using different materials.</li> <li>• Learners create patterns or paint a picture with leaves, cloth, sponge, rope etc attached to pegs</li> </ul>	
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> polymer clay face showing emotions.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrate how to make faces showing emotions using polymer clay.</li> <li>• Learners create their own polymer clay face showing emotions.</li> </ul>	
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make a fridge magnet with polymer clay, showing emotions.</li> </ul>	



VISUAL ARTS – GRADE 1 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a fridge magnet with polymer clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make their own fridge magnet using polymer clay, showing emotions.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Colours around us:</b> <b>Primary and Secondary colours</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> carrots with footprints using primary and secondary colours.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create a picture of carrots with footprints using primary and secondary colours.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> </ul>

## VISUAL ARTS – GRADE 1 Term 1

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• Create a picture of a duck with footprints using primary and secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of a duck with footprints using primary and secondary colours.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a mirror with primary colours.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a mirror with primary colours.</li> <li>• Learners make their own mirrors using primary colours.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> a beaded bracelet using primary colours.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrate how to make an easy bracelet using glass beads.</li> <li>• Learners create their own bracelet with glass beads using only primary colours.</li> </ul> 

VISUAL ARTS – GRADE 1 Term 1			
9	<b>VISUAL ARTS</b> <b>Colours around us:</b> <b>Primary and Secondary colours</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with paint and different objects.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours</li> </ul> <div>  </div> <ul style="list-style-type: none"> <li>• Learners use paint and spread it over a paper. While it is still wet they use different objects to create patterns. They can use brushes, combs, steel, wool etc.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Create</b> patterns with paint and corn.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create patterns with paint and corn.</li> </ul> <div>  </div>
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b>

## VISUAL ARTS – GRADE 1 Term 1

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a bracelet or necklace with plastic circles.

- Teacher revises primary and secondary colours.
- Teacher demonstrates how to make a bracelet or necklace using plastic circles.
- Learners make a bracelet or necklace with plastic circles using only primary or secondary colours.



### Grade 1 : Second Year

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a glass mobile.

### Grade 1 : Second Year

- Teacher revises primary and secondary colours.
- Teacher demonstrates how to make a glass mobile.
- Learners make a glass mobile using primary or secondary colours.



### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

### 3.8. Grade 1 : Term 2

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1: Term 2	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Extend and refine</b> gross motor skills.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Participate</b> in exercises to develop eye-foot co-ordination</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> </ul>	<ul style="list-style-type: none"> <li>○ Loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Participate</b> in midline –crossing activities.</li> <li>• <b>Sing</b> songs, rounds and response songs in a choir to warm up the voice</li> <li>• <b>Sing</b> and <b>hum</b> to warm up the voice.</li> <li>• <b>Follow</b> a warm up ritual to accompany physical warm up using action songs.</li> <li>• <b>Performs</b> simple teacher-directed relaxation and breathing exercises when warming up and cooling down.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>

PERFORMING ARTS Grade 1: Term 2	
<ul style="list-style-type: none"> <li>• <b>Extend and refine</b> fine motor skills.</li> <li>• <b>Reinforce</b> hand eye coordination.</li> <li>• <b>Participate</b> in exercises to develop fine motor skills.</li> <li>• <b>Extend and improve</b> balance.</li> <li>• <b>Improve</b> midline- crossing.</li> <li>• <b>Participate</b> in physical development activities..</li> <li>• <b>Participate</b> in activities to develop eye-hand coordination.</li> <li>• <b>Participate</b> in activities to develop fine motor coordination.</li> <li>• <b>Build</b> own movement vocabulary using:</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Participate</b> in simple dances based on formations and patterns.</li> <li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li> <li>• <b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</li> <li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li> <li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li> </ul>
Grade 1 : First Year      Activities, techniques, notes, etc.	
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Learners do loco motor movements: walking, skipping, running, forward and backward.</li> <li>• Learners walk forward on a beam laid on the ground. Walk backward, bend down slowly, touch the ground and rise again.</li> </ul> <p><b>Loco motor Movements</b> - These are movements where the body travels through space from one location to another. Loco motor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p><b>Even Rhythm:</b></p>	<p><b>Week 5 (continue)</b></p> <p><b>Different drama games</b></p> <ul style="list-style-type: none"> <li>• <b>Character games</b> are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character.</li> <li>• <b>Concentration games</b> have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.</li> </ul>

## PERFORMING ARTS

### Grade 1: Term 2

**Walk** - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.

**Run** - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.

**Jump** - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.

**Hop** - The hop requires a push-off from one foot and landing on the same foot.

**Leap** - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the air between the push off and the landing. Can be combined with a run or walk.

#### **Uneven Rhythm:**

**Skip** - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long - short. Long (the step) and short (the hop).

**Gallop** - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long -short. Long (the step) and short (the landing).

**Slide** - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven.

**Energy Games.** The energy of your class is really important and as the conductor of those dynamics you will need tools to help you to do this. Energy games are just the thing you need to help a group gain momentum, exaggerate and gain physical awareness. **Getting to know the group games.** For a group to work successfully together in Drama they need to feel comfortable in each others company and trust each other. Relationships are very important within a positive and successful learning environment.

- **Group cohesion games.** When a group cohesion is strong you can achieve amazing things in the classroom.
- **Improvisation games** will help you develop an instinctive response, spontaneity and the confidence you need to build when improvising. When the class is confident it can be an excellent tool to develop acting skills and can help generate creative material. Be careful though, not everyone enjoys having to give instant responses and you will need to think of how you can support this.
- **Listening Games.** The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help.
- **Plot games** can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings.

**PERFORMING ARTS**  
**Grade 1: Term 2**

**Week 2**

- Learners do non loco motor movements: bending knees and shoulders. Circle wrists.
- Learners walk on a line/ walk on footprints. Forward and backward.
- Learners mime cleaning different rooms in the home and the rest of the learners must recognise and name the different rooms in the home.
- Learners learn a new song about a home and sing it together.

**Non Locomotor** - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.

**Swing** - a pendular motion of a body part that can move forward and backward or side to side.

**Twist** - a partial rotation of body parts around an axis

**Turn** - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns

**Shake** - a short quick vibrating movement in a body part or the whole body.

**Bend** - a flex of a body part at a joint

**Stretch** - extending a body part or the whole body

- **Trust games** are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group.
- **Voice games.** The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression.

**Week 6**

- Learners must make big arm circles backward then forward. Learners then make small arm circles backwards then forwards
- Learners stand in a row. Hold a hoop upright, place a ball a metre or so away from the hoop. The learners crawl through the hoop and jump over the ball and then go and stand at the back of the row.
- Learners do body percussion with music.
- Learners mime situations that is dangerous for their health for example wearing too warm clothes in summer or sneezing without a handkerchief.

**Definition of Body percussion:**

Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument



## PERFORMING ARTS

### Grade 1: Term 2

**Wiggle** - a small or big, fast or slow curvy movement of a body part or the whole body.

**Rock or sway** - shift of the body weight forward, backward, side to side or in a circular pathway.

#### Week 3

- Learners stand with their feet slightly open. Learners swing both arms in circles in front of the body and then circles to the side of the body.
- Teacher hangs tennis balls from strings in a tree. Learners hit the balls with non - dominant hand. Try to cross the midline.
- Learners dramatise dangerous situations at home.
- Learners make a song or a dance using the emergency numbers for example 10111 for the police

#### Week 4

- Learners lie on their backs. Learners lift up left leg as straight as possible. Then right leg. Repeat a few times.
- Learners do sit ups to a half sitting position with hands on their knees.
- Learners sit in a circle and pass a sponge ball to one another. Learners now pass the ball clockwise to the next learner and must use the right hand to pass the ball to the learner at the left. They can also pass the ball anticlockwise by using the left hand.

and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as [beat](#), [rhythm](#), and [metre](#) and helps a student internalise rhythmic skills.

#### Example of body percussion:



#### Week 7

- Learners take part in stretch exercises.
- Learners stretch their arms to the sky. Reach forward then reach behind. Stretch arms and legs to the side. Stretch their tongues.
- Learners stand on left or right leg.
- Learners close their eyes and clap their hands or click their fingers.
- Learners mime yes and no situations.
- Learners do action songs.

#### Week 8

- Learners walk on tip toes to the playing area.
- Teacher blows a whistle, learners stamp their feet, take giant steps and gallop back.
- Learners screw different sizes nuts into different sizes bolts.
- Learners practice name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names).

## PERFORMING ARTS

### Grade 1: Term 2

- Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters
- Learners sing songs use unison, rounds, and call and response.
- Learners mime one of their family members while the rest of the class name the family member.

#### Week 5

- Learners jump 3 steps to the left and hop 4 steps to the right.
- Learners crawl forward and backward.
- Learners jump on one leg.
- Learners play “piano” on the floor. First with one hand then with another one, then try to play with hands crossed
- Learners lie down on their backs. Learners do cycling movements.
- Learners learn a song about family members and sing it.
- Learners portray the characteristics of family members using creative drama games.

#### Drama games: Definition

Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end plenary. They are a platform for further development and are never meant to be the whole session on their own.

Learners say their names with an appropriate rhythm based on the syllables of the name.

- Learners do concentration and listening games
- Learners learn and sing a song about colours.

#### Week 9

- Learners walk in different directions, first slowly like a stick animal, When the whistle blows, learners walk faster and when the whistle blows again, learners run and fly like a bird.
- Teacher lays a rope in a zig-zag on the floor. Learners walk to and fro on the rope.
- Teacher makes the pattern more difficult and learners walk with a bean bag on their heads on the rope.
- Learners do a little play using different colour t-shirts. Each colour t-shirts represents a different animal. Learners must sing a song or do a poem about the animal.

**PERFORMING ARTS****Grade 1: Term 2****Grade 1 : Second Year****Activities, techniques, notes, etc.****Week 1**

- Learners revise the eight loco motor movements.
- Teacher gives instructions to skip, gallop and slide. Learners follow the instructions.
- Learners march on beat of music: lift knees up high; march slow/fast; march with straight legs slow/fast.
- Learners pick up marbles with toes. Learners throw the marbles towards a target. Learners repeat it several times.

**Week 2**

- Teachers revises loco motor and non-loco motor movements.
- Learners jog on the spot.
- Learners stretch and swing arms.
- Learners run/gallop /hop and stretch and swing arms.
- Learners lie on their backs and stretch their arms straight above their heads.
- Teacher puts arrows against wall. Arrows point up, down and to the left and right. Learners have to indicate the direction with their hands and name it.
- Teacher gives instructions like stand in front/behind/on your table. Lie under the chair.
- Group activity : Teacher divides learners into two groups. Each group has parents and children living in a house.

**Week 6**

- Learners jog on spot. Learners stand still.
- Teacher gives them exercises to move only one half of body while keeping the other half immobile.
- Learners walk/run with beanbag on head between two points. Repeat exercise with ball in one hand.
- Learners do rhythm patterns using drums.
- Learners sing an action song about road safety .

**Definition of rhythm pattern:**

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

Two-beat meter:	STRONG-weak
Three-beat meter:	STRONG-weak-weak
Four-beat meter:	STRONG-weak-weak-weak

**Week 7**

- Learners run freely while the teacher plays on the tambourine.

**PERFORMING ARTS****Grade 1: Term 2**

- Learners dramatise cleaning the house by getting different chores from their mother and father for example do the dishes, mow the lawn.
- Learners sing songs in unison.

**Week 3**

- Learners jog on the spot.
- Learners put a bat/book/soft little ball between their knees. Learners walk/run/jump with the object between their knees.
- Teacher divides learners in 4 groups. The learner in front has a beanbag in his/her hand. He /she passes it over head to the learner behind, next under the legs, over the head. The fourth learner runs to the front. Repeat until the first learner is in front again.
- Learners dramatise solutions for dangerous situations at home for example when a fire breaks out – phone the emergency number, call the neighbours etc.
- Learners do action songs with music.

**Week 4**

- Learners hop/skip to the beat of the tambourine/bells.
- Learners walk like their family members e.g. walk like granny, crawl like their baby sister, hop like their brother.

- Learners stop when the tambourine stops.
- Each learner gets a soft, small ball. Learners hold the ball in one hand. Learners do rhythmic swings and stretches crossing the midline. Learner is out when the ball falls.
- Learners jump over the ball 3 times. Walk around the ball 5 times. Hop behind the ball.
- Learners dramatise a yes and no situation with solutions.
- Learners do short rhythmic patterns using body percussion.

**Week 8**

- Learners lie on the grass. ., hands at their side.
- Learners roll to the left roll to the right.
- Learners lie on their backs, arms stretched above heads, hold a ball or beanbag in their hands.
- Teacher gives instructions that involve using one side of the body only.
- Learners lift their left leg. Lift the ball with their right hand. Wiggles the fingers of their one hand then the other hand.
- Learners screw different sizes nuts into different sizes bolts.
- Learners learn a poem about colours and dramatise the poem.
- Learners play different rhythms and tempos on drums

**Week 9**

- Teacher creates an obstacle course by placing 7 beanbags in a row some distance apart then a hoop , then another beanbags

## PERFORMING ARTS


### Grade 1: Term 2

- Learners throw a beanbag in the air. Learners catch it with one hand then with both hands. Learners throw beanbag in the air, turn around then catch it with both hands and then with one hand.
- Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time
- Learners do voice warm up, use humming
- Learners do action songs to accompany physical warm-up.
- Learners do warm up: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc
- Learners dramatise a situation where love and respect for family members are shown for example make tea for their mother etc.



#### Week 5



- Learners jog on the spot.
- Learners do jumping jacks. Rotate. Arms open. Legs closed
- Learners tie knots in ropes or material. Loosen it again.
- Learners participate in a simple dance showing the difference between dances of different eras for examples dances that grandparents, parents and children dance.

- then another hoop. Learners hop on one leg between beanbags and on both feet into the hoop. Vary the exercises and repeat.
- Learners stand with legs apart in 2 long rows. The learner at the front crawls through between everybody's legs and stand at the back of the row. Learners continue in this way so that everyone gets a chance.
- Learners create a dance drama about the rainbow nation.
- Each learner paint his/her hands a different colour.
- Learners sing songs and perform a dance representing the different cultures of South Africa.



VISUAL ARTS GRADE 1 Term 2			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b>  <b>Me at Home</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Identify</b> different textures.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher blindfold the learners.</li> <li>• Learners identify different textures :soft/hard, smooth/rough etc.</li> <li>• Learners cut out different shapes with coloured paper and paste it on one half of a page to make different houses.</li> <li>• Learners finish the picture by drawing the reflection on the bottom of the picture.</li> </ul> 



# **VISUAL ARTS GRADE 1 Term 2**

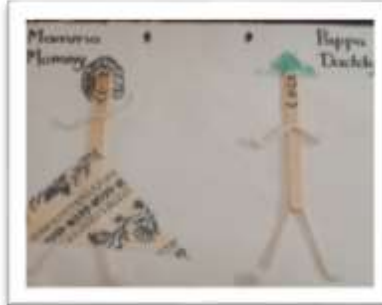

VISUAL ARTS   GRADE 1   Term 2				
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> a picture with buttons.</li><li>• <b>Identify</b> different tones and sounds.</li></ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"><li>• Teacher blindfold learners. Learners identify different tones and sounds: high/low, soft/loud etc.</li><li>• Learners colour a picture of a house at the bottom of a page.</li><li>• Learners paste different colours of buttons on the top of the page to create a hot air balloon.</li></ul>	
Create in 3D		<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> ginger bread houses with brown paper bags.</li></ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"><li>• Teacher demonstrates how to make a house using a brown paper bag.</li><li>• Learners make and decorate a ginger bread house using a brown paper bag</li></ul>	



VISUAL ARTS GRADE 1 Term 2			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a house using recycled bags.</li> <li>• Learners make and decorate their own houses using recycled material.</li> </ul> 
2	<b>VISUAL ARTS</b> <b>Me at Home</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Paint</b> a picture with edible finger paint using handprints.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher use recipe to make edible finger paint.</li> <li>• Learners make a picture with edible finger paint and handprints.</li> </ul> <b>Edible Finger Paints</b> <p>4 tablespoons of sugar            1/2 cup of corn flour            3 cups cold water            Food colouring</p> <p>Stir sugar and corn flour together. While stirring, slowly add water and heat over medium heat until mixture thickens. It will thicken further when it cools. Divide into four containers and add food colouring.</p> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher makes edible finger paint.</li> </ul>








VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of flowers with edible finger paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use edible finger paint to create a picture of flowers.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a house using small rocks and/or stones.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make and decorate a house using small rocks and/or stones.</li> <li>• Learners create and decorate their own house using small rocks and/or stones.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make and decorate a house using a small jar.</li> </ul>



VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> and <b>decorate</b> a house using a small jar.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a house using a small jar.</li> </ul> 
3	<b>VISUAL ARTS</b> <b>Me at Home</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a family member.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different homes.</li> <li>• Teacher demonstrates how to make a shoe home with felt.</li> <li>• Learners create their own shoe home with felt and create a family from felt to live in the shoe home.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates making a picture of family members using ice cream sticks and waste material.</li> </ul>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of family with ice-cream sticks, pipe cleaners and waste material.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use ice-cream sticks for the bodies of his/her family, pipe cleaners for arms /legs and waste material cut in shapes for the clothes.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an easy gingerbread house.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an easy gingerbread house with crackers and sweets.</li> <li>• Learners create their own house with crackers and sweets.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b>



VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a gingerbread house.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make and decorate a gingerbread house using cookies and sweets.</li> <li>• Learners make and decorate their own gingerbread house.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Me and my Family</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> handprint art.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of a grandfather using the art or handprinting.</li> <li>• Learners create a picture of a grandfather using the art of handprinting.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a family member,</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates and shows examples of pictures from family members.</li> <li>• Learners colour the picture of grandma. Learners make glasses from pipe cleaners and hair from wool or cotton wool.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family using clothe pins and scraps of fabric.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a family using clothe pins and small scraps of fabric.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make puppets using match box covers.</li> <li>• Learners create puppets of their family.</li> <li>• Learners take 4 outside covers of match boxes.</li> <li>• Learners paint the covers and use wool, raffia or steel wool to create hair.</li> </ul>



VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> finger puppets of their family using match boxes and recycled materials..</li> </ul>	<ul style="list-style-type: none"> <li>• Learners draw faces or use waste material and buttons to create faces</li> </ul> 
5	<b>VISUAL ARTS</b> <b>Me and my Family</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family using popsicle sticks.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a family using popsicle sticks and fabric.</li> <li>• Learnes create their own popsicle family and decorate it.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a photo puzzle using popsicle sticks.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a photo puzzle with popsicle sticks.</li> <li>• Learners use a photo of themselves or a family member to make a photo puzzle.</li> </ul> 

VISUAL ARTS GRADE 1 Term 2			
			<ul style="list-style-type: none"> <li>Learners make their own photo puzzle using popsicle sticks</li> </ul>
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities,</li> <li><b>Create</b> a pebble family.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher demonstrates how to paint on pebbles or small stones.</li> <li>Teacher demonstrate how to make a pebble family using one pebble for the head and the next pebble for the body.</li> <li>Learners create their own pebble family, paint and decorate it.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a family using clothe pins.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher demonstrates how to make a family using clothe pins and scraps of fabric.</li> <li>Learners create their own family using clothe pins and scraps of fabric.</li> </ul> 
6		<b>Grade 1 : First Year</b>	<b>Grade 1 : First Year</b>



VISUAL ARTS GRADE 1 Term 2			
	<b>VISUAL ARTS</b> <b>How to keep myself safe and my body healthy</b>  Create in 2D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul> Create a tree with leaves using potato print.	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to do potato print.</li> <li>• Learners draw and paint the trunk of a tree. They use a potato print of a leaf to dip in paint and print it on tree to create the leaves.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a tree with blossoms through finger printing.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to do a picture using finger printing.</li> <li>• Learners create a tree with blossoms.</li> <li>• Teacher gives picture of a tree with empty branches.</li> <li>• Learners dip pointer finger in pink paint and create blossoms on the tree.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a robot.</li> <li>• Learners create a robot.</li> <li>• Learners take black sanding paper and cut out a rectangle.</li> <li>• Learners cut out 3 circles and colour them green, yellow and red.</li> </ul>



VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a robot.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners paste the circles on sanding paper to create a robot.</li> <li>• Learners use an ice-cream stick for the pole.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> road signs using popsicle sticks</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make road signs using popsicle sticks and recycled materials.</li> <li>• Learners create their own road signs using popsicle sticks and recycled materials.</li> </ul> 
7	<p><b>VISUAL ARTS</b></p> <p><b>How to keep myself safe and my body healthy</b></p> <p>Create in 2D</p>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 1 : First Year</b></p>

**VISUAL ARTS GRADE 1 Term 2**

- **Create** a pattern with paint and heart stencils.

- Teacher



demonstrates  
how to create a pattern using stencils.

- Learners create a pattern with paint and heart stencils



**Grade 1 : Second Year**




- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
  - **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
  - **Show** spontaneity and a creative attitude in art activities.
- Create a pattern with paint and straw blowing.



**Grade 1 : Second Year**



- Teacher demonstrates how to paint with a straw.
- Teacher puts some green paint in the middle of paper.
- Learners blow through a straw to make a picture with patterns.




VISUAL ARTS GRADE 1 Term 2			
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a robot using food.</li> <li>• Learners create their own robot using crackers and sweets.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a fire truck using cookies and sweets.</li> <li>• Learners make their own fire truck with cookies and sweets.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Colours have meanings</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : First Year</b>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a colour wheel umbrella with fingerpring rain.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create a colour wheel umbrella with fingerprint rain.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners make a colour wheel collage using recycled materials.</li> </ul> 
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• Create a tug boat with primary/secondary colours</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates ho to make and decorate a tug boat using a margarine container.</li> <li>• Learners paint a margarine container with primary/secondary colours and/or decorate with</li> </ul> 

VISUAL ARTS GRADE 1 Term 2			
			available materials e.g. ribbons, buttons, shells etc.to create a tug boat.
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a sequence ball with primary/secondary colours sequence and pins.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a sequence ball.</li> <li>• Learners sort sequences according to preference of colours. Put in container.</li> <li>• Learners collect pins in another container.</li> <li>• Advance learners collect beads in another container.</li> <li>• Learners start to put sequence and bead in a pin.</li> <li>• Learners pin it into a polystyrene ball.</li> </ul> 
9	<b>VISUAL ARTS</b> <b>Colours have meanings</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage with different colours.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners create a sunset using a collage of different colours.</li> <li>• Learners draw a silhouette on black paper and paste it on the sunset collage.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>

VISUAL ARTS GRADE 1 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an art project with lines and colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners do an art project with colours and lines.</li> <li>• Learners cut it up and glue back on paper in a different arrangement.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a windmill</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a windmill.</li> <li>• Learners colour a square paper.</li> <li>• Learners fold the paper square into 2 triangles of the same size. Fold once more. Open the paper. Cut on the folds until 1 finger from the centre. Fold to the straw/stick with a pin. When the learners blow onto the wings or runs with the windmill. The wings will turn.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to fold a hat.</li> </ul>

**VISUAL ARTS GRADE 1 Term 2**

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|--|--|--|---|
|  | <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities</li><li>• <b>Create</b> a hat with paper folding and paint.</li></ul> | <ul style="list-style-type: none"><li>• Learners create a hat.</li><li>• Learners fold A3 paper in half. Paint 3 colours of paint only on the one half of paper. Fold clean half over painted half and rub. Let it dry.</li><li>• Fold paper in half. Paint on outside. On closed end get the middle and fold 2 triangles toward each other. Fold remaining part up.</li></ul> |  |
|--|--|--|---|

**Assessment**

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

### 3.9. Grade 1 : Term 3

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1: Term 3	
<b>Content</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Extend and refine</b> gross motor skills.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Develop</b> midline-crossing with swinging and stretching</li> <li>• <b>Participate</b> in exercises to develop eye-hand coordination</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ Loco motor movements such as walk, run leap and gallop;</li> <li>○ Non-loco motor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Participate</b> in exercises to develop eye foot coordination.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Reinforce</b> hand-eye coordination.</li> <li>• <b>Participate</b> in exercises to develop fine motor skills.</li> <li>• <b>Participate</b> in exercises to develop balance.</li> <li>• <b>Extend and improve</b> balance.</li> <li>• <b>Participate</b> in exercises to stimulate cognitive development</li> </ul>



PERFORMING ARTS Grade 1: Term 3	
<ul style="list-style-type: none"> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Extend and refine</b> fine motor skills.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate</b> in exercises to develop midline crossing.</li> <li>• <b>Participate</b> in exercises of eye movement that crosses the midline.</li> </ul>
Grade 1 : First Year      Activities, techniques, notes, etc.	
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>• Learners ride on school bicycles ( 3 wheel bicycles).</li> <li>• Learners lie on their backs and move one leg and arm to touch the ground on the opposite side of the leg and arm that is moving. Repeat few times</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>• Learners discover space by running as low as they can to opposite wall.</li> <li>• Learners walk back making themselves as tall as they can.</li> <li>• Learners sort very small beads according to colour using their dominant hand.</li> <li>• Learners learn and sing a song about brushing their teeth while doing the actions with the song.</li> <li>• Learners dramatise a healthy habit.</li> </ul> <p><b>Week 3</b></p> <ul style="list-style-type: none"> <li>• Teacher walks in front of the learners with a beanbag on her head while the learners follow.</li> <li>• Teacher blows a whistle – learners change the position of the beanbag for example on their shoulder.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters</li> <li>• Learners sing songs use unison, rounds, and call and response.</li> <li>• Learners play creative name games.</li> <li>• Learners mime different weather conditions</li> </ul> <p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>• Learners stand next to each other and sing any African song with or without music.</li> <li>• Learners stamp their feet, clap their hands on both sides of their raised feet and kick in the air with their legs.</li> <li>• Learners cut on lines drawn on a paper – straight and curved.</li> <li>• Learners learn and perform a song about fruit.</li> <li>• Learners play a name game using different fruit names.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>• Learners pretend they are picking some fruit and peeling it.</li> <li>• Pairs of learners roll balls to each other without bumping in other.</li> <li>• Learners take a fruit out of a basket and mime the fruit for the other learners. Learners can use masks and a specific colour clothes to help the other learners guessing the specific fruit.</li> </ul>

**PERFORMING ARTS****Grade 1: Term 3**

- Learners create their own movements to music to improve physical development.
- Teacher plays music. Learners do their own movements on the beat.
- Learners change movements when the music stops and starts again.
- Learners mime the growth of a plant, from a seed to a big plant or tree.

**Week 4**

- Learners are big trees moving fast and slowly in the wind.
- Learners use a large soft ball to practise catching, hitting, bouncing and kicking.
- Learners do body percussion with music.
- Learners use a story about a plant or flower and dramatise the story.

**Week 5**

- Learners march to a given point and skip back.
- Learners jump, and leap over hurdles, cones and rods,
- Learners repeat the activity on the beat of music.

- Learners create their own song with the names of fruit. Learners can use a known song and just add the lyrics.

**Week 8**

- Teacher uses a soft ball in a stocking. Teacher ties it safely in a tree or somewhere else for children to practise hitting the balls with their hands.
- Teacher places carpet squares, strings streamers, tape or rope on the floor in different patterns. Learners must move along them in a variety of ways.
- Learners learn a poem about vegetables and perform it.
- Learners use body percussion to keep a steady beat while listening to music.
- Learners play a name game, clapping the names of different vegetables.

**Week 9**

- Learners stand in own space and jump up and down.
- Learners dribble balls from the one side to the other.
- Each learner get a beanbag. Teacher gives instructions containing stretches/swings/curls that cross the midline while they handle the beanbag.
- Learners put the beanbag high in the air, put it slowly on right/left foot without bending the knees.

PERFORMING ARTS Grade 1: Term 3	
	<ul style="list-style-type: none"> <li>Learners mime a little story about vegetables in a vegetable garden. Learners use masks and different colours t-shirts to explain which vegetable they represent in the story.</li> </ul>
Grade 1 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1</b></p> <ul style="list-style-type: none"> <li>Learners bounce a ball inside the hoop, outside the hoop, around the hoop.</li> <li>Learners bounce it once inside and once outside the hoop.</li> <li>Learners bounce a ball with both hands, bounce on their left/right.</li> <li>Learners bounce a ball with one hand.</li> <li>Learners bounce a ball against the wall.</li> </ul> <p><b>Week 2</b></p> <ul style="list-style-type: none"> <li>Learners clap the rhythm of song.</li> <li>Teacher gives instructions: clap the rhythms of the song with your left/right hand on your left/right knee.</li> <li>Teacher blindfolds the learners.</li> <li>Teacher gives instructions: move 2 steps to the right/ 3steps to the left.</li> <li>Learners learn and perform a rhyme about a healthy habit.</li> <li>Learners dramatise an unhealthy habit and give a solution to the unhealthy habit.</li> </ul> <p><b>Week 3</b></p>	<p><b>Week 6</b></p> <ul style="list-style-type: none"> <li>Learners walk low on the ground when the drum plays and low on their toes when the triangle plays.</li> <li>Teacher plays the drum again. Learners walk in circles. When drum stops learners stand on one leg. Repeat a few times.</li> <li>Learners put both hands flat on the desk. Lift and lower each finger in turn. Start with the thumb. Exercise each hand separately and then both hands together.</li> <li>Learners perform percussion using self made instruments.</li> <li>Learners learn and perform a poem about fruit.</li> </ul> <p><b>Week 7</b></p> <ul style="list-style-type: none"> <li>Learners jog inside a hoop</li> <li>Learners lift the knees up high, stand on the left leg for one count .Change legs. Run and touch an object.</li> <li>Learners walk sideways on a plank laid on the ground. First to the left then to the right.</li> <li>Learners stand on the plank, lift their one leg then the other.</li> <li>Learners play body percussion concentrating on tempo and beat.</li> </ul>

**PERFORMING ARTS****Grade 1: Term 3**

- Learners jog on the spot and lift their knees up high.
- Learners jump 2 paces forward, 2 paces backwards, 3 paces to the side.
- Learners stand 6 steps from the hoop and dribble the ball gently with the right and then left foot until it touches the hoop.
- Learners learn and perform a song or poem about a plant.
- Learners dramatise looking after a garden and do actions regarding the chores in a garden for example mowing the lawn, planting flowers.

**Week 4**

- Teacher takes learners outside.
- Learners do a variety of large loco-motor exercises such as skipping, running, crawling and swinging arms.
- Learners hit balloons up in the air with plastic racquet. See for how long he/she can keep the balloon in the air.
- Learners use self made percussion instruments for example tins with seeds in, to play rhythmic games.
- Learners perform a dance about a plant/flower/ tree growing with music. Learners can use a mask to show what plant or flower they represent.

**Week 5**

- Learners create a dance using a ribbon or scarf to create patterns while dancing.

**Week 8**


- Learners run freely in a big or small circle while the tambourine plays. When the tambourine stops the learners stop.
- Teacher combines the movement with fast/faster, slow/slower, high/higher and low/lower.
- Learners discover paper size. Learner lies on big paper. Other learner draws the shape of the body of the learner with thick crayon. Now it is the other learners turn to lie down. Learners colour and decorate the drawn body.
- Learners learn and perform an action song about vegetables.
- Learners mime actions used to work in a vegetable garden.

**Week 9**


- Learners jog on the spot. Each learner gets a scarf. Learners hold scarves in both hands. They stretch arms to and fro. Grip the scarves with the toes and stretch their legs out and raise them high/lower down to the ground.
- Learners sit in a circle. Learners look at an object the teacher shows them. Learners make a big S- motion that crosses the midline.
- Learners dramatise a story about a vegetable using songs, dance and drama in the drama.



**PERFORMING ARTS****Grade 1: Term 3**

- Learners hop rhythmically while teacher beats a drum. When drum stops learners roll on the grass When beat resumed learners hop again. Vary the beat from fast to slow.
- Learners roll marbles to a target. Learners shoot the marbles with their fingers.
- Learners do a dance, focusing on the tempo and beat.
- Learners revise and perform different songs.
- Learners dramatise a story about extreme weather conditions.

VISUAL ARTS GRADE 1 Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b> <b>Good basic Healthy Habits</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with dirty and clean hands.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habit of clean hands.</li> <li>• Teacher demonstrates how to create a picture with dirty and clean hands.</li> <li>• Learners trace both hands twice and cut it out.</li> <li>• Learners colour or paint it.</li> <li>• Learners paste hands on A3 paper.</li> <li>• Learners draw and colour dirt on 2 hands and draw soap on the other 2 indicating dirty and clean hands.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> germ monsters from different shapes.</li> </ul>	<b>Grade 1 : Second Year</b>

**VISUAL ARTS GRADE 1 Term 3**

			<ul style="list-style-type: none"> <li>Teacher revises germs.</li> <li>Teacher demonstrates how to create a germ monster using different shapes.</li> <li>Learners use different shapes to create a germ monster.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a chef's hat.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises good hygienic practices when working with food.</li> <li>Teacher demonstrates how to make a chef's hat.</li> <li>Learners create their own chef's hat.</li> </ul> <b>Instructions</b> <ul style="list-style-type: none"> <li>Cut out a length of white paper, approximately 30cm deep and long enough to fit around the child's head.</li> <li>Fold over lengthways and join the corners with sticky tape.</li> <li>Cut straight lines from the fold, stopping 3cm before the edge of the paper.</li> <li>Join the two ends together with sticky tape to form the hat.</li> </ul>

VISUAL ARTS GRADE 1 Term 3			
			<ul style="list-style-type: none"> <li>• Cut out a strip of folded white paper to make a hat band.</li> <li>• Place the band around the outside of your hat and tape it at the back.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy habit of brushing teets regularly.</li> <li>• Teacher demonstrates how to make teeth and a toothbrush using polymer clay.</li> <li>• Learners create “happy” teeth and a toothbrush using polymer clay.</li> </ul> 
2	<b>VISUAL ARTS</b> <b>Good basic Healthy Habits</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy food.</li> </ul>



# **VISUAL ARTS GRADE 1 Term 3**

- **Create** a picture with cut out fruit and vegetables.

- Teacher demonstrates how to make a picture using cut out fruits and vegetables.
- Learners colour a picture of a fruit.
- Learners colour and cut out different fruits and vegetables.
- Learners paste the fruit and vegetables on the paper to create a picture.



## **Grade 1 : Second Year**



- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.


## **Grade 1 : Second Year**

- Teacher revises healthy habits regarding teeth.
- Teacher demonstrates how to make a happy tooth using paper and an ice cream/popsicle stick.
- Learners create their own happy tooth with paper and an ice cream/popsicle stick.
- Learners decorate the tooth with eyes and a mouth.







# **VISUAL ARTS GRADE 1 Term 3**



	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of teeth with plague from carton, egg holders and green tissue paper.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits regarding brushing teeth.</li> <li>• Teacher demonstrates how to create a model of teeth with egg holders and carton.</li> <li>• Learners take a carton and paste egg holders to create teeth. Green tissue paper can indicate the plague between the teeth.</li> <li>• Learners practise on the model to floss their teeth.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a toothbrush using an ice-cream/popsicle stick and cut paper.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises healthy habits regarding brushing teeth.</li> <li>• Teacher demonstrates how to make a toothbrush with an ice cream/ popsicle stick and paper.</li> <li>• Learners take an ice-cream/ popsicle stick and create patterns on it with paint.</li> </ul> 

VISUAL ARTS GRADE 1 Term 3			
			<ul style="list-style-type: none"> <li>Learners take a piece of white paper fold it double and cut in strips to create the brush of toothbrush.</li> <li>Learners paste it on the ice-cream/ popsicle stick.</li> </ul>
3	<b>VISUAL ARTS</b> <b>Plants and Seeds</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a picture using handprints.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher revises the parts of a plant.</li> <li>Teacher demonstrates how to make a picture of the parts of a plant using handprints.</li> <li>Learners create their own picture of the parts of a plant using handprints.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a picture with cupcake papers and ice-cream/ popsicle sticks.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher demonstrates how to create a picture using ice cream/popsicle sticks and paper cupcake holders.</li> <li>Learners paste 2 ice-cream sticks on a A4 paper. Learners take 2 paper cupcake holders and use it for the flowers.</li> </ul>



**VISUAL ARTS GRADE 1 Term 3**



			<ul style="list-style-type: none"> <li>Learners draw the background and colour the background.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a pot plant holder with a tin and pegs.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher demonstrates how to create a pot plant holder with a tin and pegs.</li> <li>Learners paint the pegs.</li> <li>Learners create a pot plant holder with a tin and pegs.</li> <li>Learners can fill the tin with soil and plant a little pot plant in it.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises plants and seeds.</li> <li>Teacher demonstrate how to make a pot plant holder using recycled materials.</li> <li>Learners make a pot plant holder using toiletpaper rolls and brown paper.</li> </ul>

VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pot plant holder using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners can plant a little seedling in the holder.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Plants and Seeds</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a flower using cotton buds.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to use cotton buds to make a picture of a flower.</li> <li>• Learners create their own pictures using cotton buds and pipe cleaners.</li> </ul> 



VISUAL ARTS GRADE 1 Term 3			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture using paint and a fork.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a picture of flowers using a fork and paint.</li> <li>• Learners create their own picture of flowers using a fork and paint.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a plant container with plants from recycled material.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a plant holder using recycled materials.</li> <li>• Learners create a plant holder with plants.</li> <li>• Learners use recycled materials like empty 2 litre cold drink bottles.</li> <li>• Learners position the bottle on the side. Learners cut a rectangle shape on the top side. Learners fill the holder with garden soil and plant the plants.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>




**VISUAL ARTS GRADE 1 Term 3**




		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a pot plant container from recycled bottles.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to create a pot plant container using recycled materials.</li> <li>• Learners wash an empty 2 litre cold drink bottle and cut the bottle in half.</li> <li>• Learners use the bottom part of the bottle and fill it with soil and plant a plant in it.</li> <li>• Learners decorate the bottle.</li> </ul>	
5	<b>VISUAL ARTS</b> <b>Plants and Seeds</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage of an apple on a paper plate.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to create a collage.</li> <li>• Learners tear red paper in small pieces and paste it on paper plate.</li> <li>• Learners complete the apple with cut out leaf and stem.</li> </ul>	

VISUAL ARTS GRADE 1 Term 3			
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture with seed mosaic.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to create a picture with seed mosaic.</p> <ul style="list-style-type: none"> <li>• Learners create a picture using seed mosaic.</li> </ul>
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> miniature ornaments with a nature impression.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a miniature ornament with a nature impression.</li> <li>• Learners use salt dough and imprint with seeds, plants or shells to make a miniature ornament.</li> </ul> 







VISUAL ARTS GRADE 1 Term 3			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a mushroom using polymer clay.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises plants and seeds.</li> <li>• Teacher demonstrates how to make a mushroom using polymer clay.</li> <li>• Learners create and decorate a mushroom using polymer clay and paint.</li> </ul> 
6	<b>VISUAL ARTS</b>  <b>Fruit</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture using bubble wrap printing.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a picture using bubble wrap printing.</li> <li>• Learners create a picture with fruit using bubble wrap and paint.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b>



VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a fruit using a handprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to create a picture using a handprint.</li> <li>• Learners create a picture of a fruit using a handprint and paint.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dolphin and octopus using bananas.</li> </ul>	<b>Grade 1 : First Year</b>   <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher demonstrates how to make a dolphin and an octopus with a banana.</li> <li>• Learners create a dolphin and an octopus with bananas.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit.</li> <li>• Teacher assists learners making a fruit salad.</li> </ul>

VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fruit salad with different kind of fruit.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a fruit salad. Learners cut up banana, watermelon and pawpaw with blunt knives. The teacher cut up the rest of the fruit and add it to the learner`s cut- up fruit.</li> </ul> 
7	<b>VISUAL ARTS</b> <b>Fruit</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of fruit using puffy paint.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruits.</li> <li>• Teacher demonstrates how to create a picture of fruit using puffy paint.</li> <li>• Learners create a picture of fruit using puffy paint.</li> </ul>  


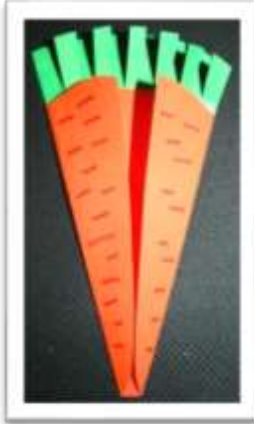
**VISUAL ARTS GRADE 1 Term 3**

		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> a card with a fruit picture using finger printing.</li></ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• Teacher revises fruit.</li><li>• Teacher demonstrates how to create a card using fingerprinting.</li><li>• Learners create a card with a fruit picture using fingerprinting.</li></ul> 
Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Create</b> fruit fridge magnets made with polymer clay.</li></ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"><li>• Teacher revises fruit.</li><li>• Teacher demonstrates how to make a fruit with polymer clay.</li><li>• Learners make fridge magnets of fruit with polymer clay.</li></ul> 	
	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li></ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"><li>• Teacher revises fruit.</li><li>• Teacher demonstrates how to make a fruit loop bracelet or necklace.</li></ul> 	



VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a necklace or bracelet with fruit loops. er.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own fruit loop bracelet of necklace.</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Vegetables</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of vegetables. using wax crayons and black paint.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to create a picture with wax crayons and black paint.</li> <li>• Learners get an A5 cardboard.</li> <li>• Learners place a pad of newspaper under the cardboard.</li> <li>• Learners colour the entire cardboard with wax crayons, pressing firmly. They can use different colours.</li> <li>• Learners paint over the whole page with black powder paint. Allow the paint to dry.</li> <li>• When the paint is dry, the learners draw a picture of vegetables with a pin/nail or the back end of the paintbrush.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to do potato printing.</li> </ul>

VISUAL ARTS GRADE 1 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a card or gift wrap with potato printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a card or gift wrap using potato printing.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> vegetable garden markers.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates making vegetable garden markers.</li> <li>• Learners use stones to create vegetable garden markers.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> vegetable puppets.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> </ul>

**VISUAL ARTS GRADE 1 Term 3**

			<ul style="list-style-type: none"> <li>Teacher demonstrates how to make vegetable puppets with ice cream/popsicle sticks.</li> </ul>  <ul style="list-style-type: none"> <li>Learners create vegetable puppets with ice cream/popsicle sticks.</li> </ul>
9	<p><b>VISUAL ARTS</b></p> <p><b>Vegetables</b></p> <p>Create in 2D</p>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a fold open picture of a vegetable.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>Teacher revises vegetables.</li> <li>Teacher demonstrates how to make a picture of a vegetable that fold open.</li> <li>Learners create a picture of a vegetable that can fold open.</li> </ul> 



VISUAL ARTS GRADE 1 Term 3			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture, card or gift wrap using celery for printing.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher demonstrates how to print with celery and paint.</li> <li>• Learners create a picture, card or gift wrap using celery and paint to print.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage of a mealie/corn with popped popcorn.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to make a collage with popped corn.</p> <ul style="list-style-type: none"> <li>• Learners create a collage of a mealie/corn with popped popcorn</li> </ul>
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises vegetables.</li> </ul>



**VISUAL ARTS GRADE 1 Term 3**

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** packet filled with popcorn and decorates with a pumpkin face.

- Teacher demonstrates how to create and decorate a packet filled with popcorn.
- Learners create a packet filled with popcorn and decorated with a pumpkin face.

**Assessment**

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

### 3.10. Grade 1 : Term 4

Performing arts for each week is stated whereafter visual arts follows.

PERFORMING ARTS Grade 1: Term 4	
<b>Content</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Extend and refine</b> gross motor skills.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Participate</b> in exercises to develop eye-hand coordination.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Participate</b> in outdoor water activities.</li> <li>• <b>Participate</b> in exercises to improve balance.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Extend and improve</b> balance integrated with motion.</li> <li>• <b>Demonstrate</b> the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Participate</b> in exercises to develop eye-hand skills</li> <li>• <b>Participate</b> in exercises to develop and improve balance.</li> <li>• <b>Reinforce</b> hand eye coordination.</li> <li>• <b>Participate</b> in exercises to develop spatial awareness</li> <li>• <b>Participate</b> in exercises to develop fine motor coordination.</li> </ul>
<b>Grade 1 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1</b>	<b>Week 6</b>

## PERFORMING ARTS

### Grade 1: Term 4

- Learner walk/jog/run freely without stepping on a hoop or bumping into each other.
- Learners throw small, light scarves up into the air. Learners catch it using hands or other parts of the body.

#### Week 2

- Learners jump in and out the sandpit until they are warm.
- Learners play with water. Learners pour water from one bottle to another.
- Learners pour sand in a bottle with a teaspoon.
- Learners mime activities that can be done in the water for example swimming, skiing, fishing.
- Learners learn and perform a song about water.

#### Week 3

- Learners do the following activities: run like a dog, stalk like a cat, fly like a bird and swim like a fish.
- Learners walk on a rope, and throw balls or beanbags in the air.
- Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters
- Learners sing songs use unison, rounds, and call and response.
- Learners make different sounds for example a bus or a train.
- Learners play rhythmic games using body percussion.
- Learners dramatise building a house.

- Learners bounce a balloon on their hands and see who can keep it in the air for the longest time.
- Teacher lays hoops on grass. Learners throw bean bags in/out/behind and in front of the hoops.
- Learners dramatise situations where pets are involved for example getting a new pet from the pet shop.
- Learners dance on beat of the music. Teacher plays 2/2 ; ¾ and 4/4 music and learners must clap and dance to the rhythm.

#### Week 7

- Learners use chalk to jump up and mark a spot on wall.
- Learners throw bean bags to each other.
- Learners mime different wild animals.
- Learners learn and perform an action song about wild animals.
- Learners play body percussion on the beat of music, concentrating on tempo.

#### Week 8

- Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters
- Learners sing songs use unison, rounds, and call and response.
- Learners dramatise an outing to the zoo and seeing all the animals.
- Teacher uses bean bags, ice cream containers and carpet squares for learners to step on and over it.

PERFORMING ARTS Grade 1: Term 4	
<b>Week 4</b> <ul style="list-style-type: none"> <li>Learners run with a bean bag on their heads. When the whistle blows, learners change direction.</li> <li>Learners blow and chase bubbles.</li> <li>Learners walk along chalk lines and jump over cracks in the ground.</li> <li>Learners mime the story of the three little pigs.</li> <li>Learners create a song about the three little pigs using a known song.</li> </ul> <b>Week 5</b> <ul style="list-style-type: none"> <li>Learners improvise animal movements individual and in groups.</li> <li>Learners catch, throw and kick different kind of balls.</li> <li>Learners learn and perform a song about pets.</li> <li>Learners perform a clapping game with the names of pets.</li> </ul>	<ul style="list-style-type: none"> <li>Learners plays rhythmic games on the drum – repeat the rhythm and vary the tempo.</li> </ul> <b>Week 9</b> <ul style="list-style-type: none"> <li>Learners hop up and down on the spot.</li> <li>Learners hop on one leg around the hoop. When the drum stops change direction and legs</li> <li>Learners hop a ball, throw a ball from one hand to another.</li> <li>Learners kick the ball with one foot and stop the ball with another foot. Change feet.</li> <li>Learners play musical chairs.</li> <li>Learners sing a song about farm animals for example “Old McDonald had a farm” while doing the animal sounds.</li> </ul>
Grade 1 : Second Year                      Activities, techniques, notes, etc.	
<b>Week 1</b> <ul style="list-style-type: none"> <li>Learners express themselves through creative movement and free dancing to music.</li> <li>Learners throw beanbag in hoop on floor. Learners throw the beanbag in a dustbin, bucket, box etc</li> </ul> <b>Week 2</b> <ul style="list-style-type: none"> <li>Learners do cross swings and stretches clockwise and anticlockwise.</li> </ul>	<b>Week 6</b> <ul style="list-style-type: none"> <li>Learners stand in a circle. Teacher gives them stretch exercises and swings crossing the midline for example: touch your right foot with your left hand.</li> <li>Learners do larger loco motor actions, first clockwise then anticlockwise: walk in large steps in the circle, hop on one leg or crawl.</li> <li>Learners stand on a brick or a beam. Teacher gives bouncing instructions such as bounce and catch the ball 3 times. Bounce</li> </ul>

**PERFORMING ARTS****Grade 1: Term 4**

- Learners crawl backwards and forwards on the balancing beam.
- Learners walk on their toes and heels and balance with their arms on either side of their bodies.
- Learners repeat the exercise on the beam.
- Learners learn and perform a poem about water.
- Learners do action songs.

**Week 3**

- Learners jog, jump and hop on spot.
- Learners lie on their backs and do cross swings and stretches with one/both arms and legs .Learners do the activity clockwise and anticlockwise.
- Learners form pairs. One learner stands on bricks the other one on the ground. Learners throw and catch a beanbag. Learners swop places after 10 catches.
- Learners perform a cultural song or dance to show the difference in culture.
- Learners use self made instruments to play a rhythmic game.

**Week 4**

- Teacher beats a tambourine. Learners walk/run/ jog in different ways to the music
- Teacher arranges bricks in a large circle. Use at least one brick per learner.

the ball to a friend and catch. Bounce the ball near to the bricks/beam.

- Learners dramatise a story about a pet that got lost and everybody is looking for the pet.
- Learners do percussion using self made instruments.

**Week 7**

- Learners jog, crawl, stretch, jump, roll, do rhythmic arm and leg swings. Learners do the activity clockwise and anticlockwise.
- Teacher gives instructions: hop like a rabbit until you are under your chair/behind your table/ on your chair/ behind your chair.
- Learners perform wild animal sounds for example roar like a lion.
- Learners learn and perform a poem about wild animals.
- Learners dance on the beat of music concentrating on turns and twists.

**Week 8**

- Learners hold a beanbag in their hands if it is the steering wheel of a car. As long as the tambourine/drum sounds the “car” drives around. When the tambourine/drum stops the “car” stops.
- Learners cut on curved and zig-zag lines.
- Learners dramatize a story about an animal in the zoo.
- Learners sing and perform an action song and dance according to rhythm and beat of the song.

**PERFORMING ARTS****Grade 1: Term 4**




- Learners walk backwards/forwards/sideways on the bricks in a circle.
- Learners create a soundtrack for the story of the three little bears for example clapping for the wolf climbing on the roof or stamping their feet for the house falling down.
- Learners create a victory dance with music to show the little pigs winning the battle against the wolf.



**Week 5**

- Learners march on the beat of march music, practising left-right arm swings. When the music stops and begins again, they march and wave/clap to the beat.
- Teacher takes an empty 2 litre cold drink bottle and cut the top off. Teacher attach a table tennis ball or a small rubber ball to the top with a string. Learners have to catch the ball with the bottle cup.
- Learners make animal sounds for example bark like a dog.
- Learners learn and perform a poem about pets.




**Week 9**



- Learners jog on the spot.
- Learners sit on the grass facing each other. They hold on to a broomstick. The teacher plays the drum slowly and gradually plays faster. They pull each other forward and back in time to the music like when you do rowing movements
- Teacher lays hoops some distance from each other on the grass. The learners throw beanbags into the hoop, in front of behind the hoop. Repeat few times
- Learners learn and perform a poem about farm animals.
- Learners dramatise a day on the farm. Learners may use masks to identify farm animals.



VISUAL ARTS GRADE 1 Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1	VISUAL ARTS Water  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a jellyfish suncatcher.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a jellyfish suncatcher with collage and lint.</li> <li>• Learners create their own jellyfish suncatcher using collage and lint.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage of a starfish with buttons or macaroni.</li> </ul>	 <b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to create a collage of a starfish with buttons or macaroni.</li> <li>• Learners create a collage of a starfish with buttons or macaroni.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b>	<b>Grade 1 : First Year</b>


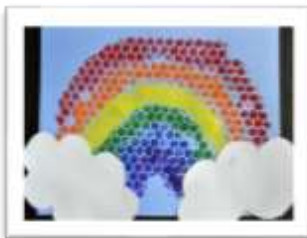
VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a sailboat with waste material attached to a stick.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a sailboat with waste material.</li> <li>• Learners create a model of a sailboat with waste material attached to a stick</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> water bottle wind spirals.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make wind spirals using a water bottle.</li> <li>• Learners create water bottle wind spirals.</li> </ul> 
2	<b>VISUAL ARTS</b> <b>Water</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to create a picture using a collage of natural materials.</li> </ul>







VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a collage of a water tortoise using natural materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a collage of a water tortoise using natural materials for example leaves , sticks, stones etc</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a stained glass rain cloud craft picture.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a picture of a stained glass rain cloud.</li> <li>• Learners create a picture of a stained glass rain cloud.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish from a water bottle.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a fish from a water bottle.</li> <li>• Learners create a fish using a water bottle.</li> </ul> 

VISUAL ARTS GRADE 1 Term 4			
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a shark using paper maché.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make paper maché.</li> <li>• Teacher demonstrates how to make a shark with a toilet roll and paper maché.</li> <li>• Learners make paper maché: mix one cup of water, one cup of flour and one table spoon salt. Tear newspapers in strips. Add to flour mix.</li> <li>• Learners use a toilet roll and paper maché to create a shark.</li> <li>• When the paper maché is dry, paint the shark and create eyes and teeth.</li> </ul> 
3	<b>VISUAL ARTS</b> <b>Different types of Houses</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of houses using driftwood.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to create a picture with driftwood.</li> <li>• Learners draw and colour the background of a picture.</li> <li>• Learners create houses using driftwood for each house.</li> <li>• Learners paste the houses on the background.</li> </ul> 
		<b>Grade 1 : Second Year</b>	<b>Grade 1 : Second Year</b>




VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of the houses of the three little pigs.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher tells the story of the three little pigs.</li> <li>• Teacher demonstrates how to create a picture of the three houses of the pigs.</li> <li>• Learners create their own picture of the three houses of the pigs using paper, sticks, straw and small bricks</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> brown paper bag houses.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to make a house using a brown paper bag.</li> <li>• Learners create and decorate different houses made with a brown paper bag.</li> <li>• Learners display the houses on a string to emphasise the diversity of houses.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to make a miniature house using a match box.</li> </ul>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a miniature house using a match box,</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate their own miniature house using a match box.</li> </ul> 
4	<b>VISUAL ARTS</b> <b>Different types of Houses</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a rainbow using bubble wrap printing.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher demonstrates how to make a picture using bubble wrap printing.</li> <li>• Learners paint primary colours on bubble wrap and print on a picture of a rainbow.</li> <li>• Learners create a picture of a rainbow with primary colours, using bubble wrap printing.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different shapes and primary and secondary colours.</li> </ul>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> patterns on fabric using bubble wrap printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make patterns on fabric with bubble wrap printing.</li> <li>• Learners create patterns on fabric with bubble wrap printing.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and complete</b> a hut from an old telephone directory.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to fold the pages of the telephone directory to create the image of a hut.</li> <li>• Learners fold the pages of telephone directory in half to create the image of a hut.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different houses.</li> <li>• Teacher demonstrates how to create a tree by folding paper.</li> <li>• Teacher demonstrates how to create people by folding paper.</li> </ul>





VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a tree or people by folding paper.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a tree or people by folding paper.</li> </ul> 
5	<b>VISUAL ARTS</b>  <b>Pets</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dog with paper plates.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog with paper plates.</li> <li>• Learners create a dog using paper plates.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• Create a picture of a cat with a paper plate.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make and decorate a cat using a paper plate.</li> <li>• Learners create a picture of a cat on a paper plate.</li> </ul>

**VISUAL ARTS GRADE 1 Term 4**




			<ul style="list-style-type: none"> <li>Learners use black tissue paper for the spots and crayons to draw the face.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises pets.</li> <li>Teacher demonstrates how to make a bird cage with carton.</li> <li>Teacher demonstrates how to make a bird using paper and feathers.</li> <li>Learners create a bird cage and a bird using carton, paper and feathers.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a 3D cat.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises pets.</li> <li>Teacher demonstrate how to make a 3D cat.</li> <li>Learners make a 3D cat using carton.</li> </ul> 






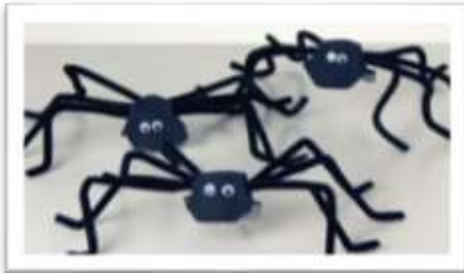
**VISUAL ARTS GRADE 1 Term 4**




6	<b>VISUAL ARTS</b>  <b>Pets</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a dog through paper folding and drawing.</li> </ul>	<div data-bbox="1207 246 1495 495">  </div> <div data-bbox="1570 246 1890 495">  </div> <p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a dog face using paper folding.</li> <li>• Learners make a dog face using paper folding.</li> <li>• Learners fold a square paper to form a triangle. Fold ears down. Learners draw a face.</li> </ul>
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a picture of a rabbit with a handprint and paint.</li> </ul>	<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a picture of a rabbit with a handprint and paint.</li> <li>• Learners create a picture of a rabbit with a handprint and paint.</li> </ul> <div data-bbox="1684 847 1894 1047">  </div> <div data-bbox="1738 1075 1894 1253">  </div>







VISUAL ARTS GRADE 1 Term 4			
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper spring dog.</li> </ul>	 <p>dog.</p> <ul style="list-style-type: none"> <li>• Learners create and decorate a paper spring dog.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a fish tank with paper and carton.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises pets.</li> <li>• Teacher demonstrates how to make a fish tank with coloured carton.</li> <li>• Teacher demonstrates how to make and decorate little fishes with paper.</li> <li>• Learners create a fish tank with fishes using coloured carton and paper.</li> </ul> 
7	<b>VISUAL ARTS Wild Animals</b>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b>

VISUAL ARTS GRADE 1 Term 4			
	Create in 2D	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create and decorate</b> a giraffe with an empty paper towel roll.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make and decorate a model of a giraffe using an empty paper towel roll.</li> <li>• Learners create a model of a giraffe using an empty paper towel roll.</li> <li>• Learners cut out face and ears and paste the parts together.</li> <li>• Learners paint the giraffe yellow with spots on it.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a hippo using paper plates.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a hippo with paper plates.</li> <li>• Learners create and decorate a hippo with 2 paper plates</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> </ul>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a crocodile with empty egg holders.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a crocodile using empty egg cartons.</li> <li>• Learners make and decorate a crocodile with empty egg cartons.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a model of a spider.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a spider using empty egg cartons and pipe cleaners.</li> <li>• Learners create a model of spiders using egg hollows and pipe cleaners</li> </ul> 
8	<b>VISUAL ARTS</b> <b>Wild Animals</b>  Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a bendable monkey.</li> </ul>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a bendable monkey.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners colour the picture of the monkey and use pipe cleaners to create a bendable monkey.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an animal using paper plates.</li> </ul>	<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make paper plate wild animals.</li> <li>• Learners create a wild animal using paper plates.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a wild animal using a paper cup.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make a wild animal using paper cups.</li> </ul> 

VISUAL ARTS GRADE 1 Term 4			
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> animal track stamps using sponges.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a wild animal using a paper cup.</li> </ul> <p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Teacher demonstrates how to make an animal track stamp.</li> <li>• Learners create an animal track stamp using a sponge.</li> </ul> 
9	<b>VISUAL ARTS</b> <b>Farm Animals</b>  Create in 2D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper plate cow.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a paper plate cow.</li> <li>• Learners create and decorate a paper plate cow.</li> </ul> 
		<p><b>Grade 1 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 1 : Second Year</b></p>

VISUAL ARTS GRADE 1 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a sheep using fingerprint art.</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make a sheep using fingerprint art.</li> <li>• Learners create a picture of a sheep using fingerprint art.</li> </ul> 
	Create in 3D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a frog using egg cartons.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to create a frog with egg cartons.</li> <li>• Learners create a frog using egg cartons.</li> </ul> 
		<b>Grade 1 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 1 : Second Year</b>

**VISUAL ARTS GRADE 1 Term 4**

- **Show** spontaneity and a creative attitude in art activities.
- **Create** a sheep with pegs and cotton wool.

- Teacher revises farm animals.
- Teacher demonstrates how to make a sheep using cotton wool and pegs.
- Learners create a sheep with cotton wool and peg.



## FORMAL ASSESSMENT TASK: GRADE 1

### GRADE 1: TERM 4

- During each of the four terms, the teacher chooses
  - Two Performing Arts (Warm up and Play) activities (first year)
  - Two Performing Arts (Warm up and Play) activities (second year) and report on 2 different assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.
- The assessment goals are similar for Grade R, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

### PERFORMING ARTS

#### Warm up and play

- Choose two assessment goals for each term
- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Express** moods and ideas through movement and songs.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Sing** songs found in the immediate environment.
- **Participate** in exercises to develop eye-foot co-ordination.



- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Sing** together with the music and dance to the music.
- **Extend and refine** fine motor skills
- **Reinforce** hand eye coordination.
- **Improve** midline- crossing.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Sing** and **hum** to warm up the voice.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Participate** in physical development activity
- **Extend and improve** balance.
- **Extend and refine** gross motor skills.
- **Build** own movement vocabulary using:
  - Loco motor movements such as walk, run, leap and gallop;
  - Non-loco motor movements such as reach, bend and rise
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.

- **Discover** tempo through own suitable movements to slow and fast music
- **Move** to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.
- **Play** with different sizes, shapes and colours containers in water or in the sandpit
- **Stop / freeze, change direction** when whistle blows.
- **Play** body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.
- **March** activities on the rhythm of the music; clapping hands

## **VISUAL ARTS**

### **Create in 2D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Create** a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, decoupage, toothpicks, soap, water colour, sponges, wool, finger paint, sand, cloth, rope, beads.
- **Create** a 2D art work using polymer clay, ice cream sticks, brown paper bags, tins, duct tape or paper plates, beads, plastic shapes, glass.

### **Create in 3D**

**Assess two assessment goals in each during each term**

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Show** spontaneity and a creative attitude in art activities.
- **Build** a 3D art work using wooden blocks, stones, shoe boxes, egg cartons, lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.
- **Create** a 3D art work using natural and recycled materials.
- **Create** a 3D art work using edible food.
- **Create** a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.
- **Build** a simple puzzle 2-10 pieces. With or without knobs.

### 3.11. Grade 2 : Term 1

The instruction time for Grade 2 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated where after visual arts follows.

Please note that the articles and activities discussed in this curriculum are only suggestions. The teacher may use his/her own initiative to change an artwork or activity provided that the skills level must be the same.

PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</li> <li>• <b>Do</b> midline crossing</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> <li>• <b>Play</b> rhythm, clapping, skipping and singing games in pairs.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, using different percussion instruments with different rhythms and tempos (fast/slow).</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> music, movement and voice focusing on pitch.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Follow</b> a teacher-directed warm up and cool down routine.</li> <li>• <b>Follow</b> a warm up and cool down ritual that develops co-ordination and control</li> </ul>

PERFORMING ARTS Grade 2: Term 1	
Content : Creative games and skills	
Grade 2 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>The teacher introduces the topic by narrating shortly about the community background she/he comes from.</li> <li>Teacher explain about different cultures, in South Africa.</li> <li>Teacher plays a piece of a familiar music and ask and guide learners to do the following: <ul style="list-style-type: none"> <li>When the music starts, pretend waking up and getting dressed.</li> <li>Stretch up muscles start bending the neck forwards and backwards; left and right</li> <li>Rotate the head left to right and right to left</li> <li>Swing shoulders forwards and backwards,</li> <li>Swing arms forwards and backwards,</li> <li>Twist the wrists and ankles.</li> <li>Stop the movement when the music stops. Each action must be done 4 times and according to the rhythm of the song.</li> </ul> </li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the topic by narrating a story and asks learners few questions based on the story.</li> <li>Teacher beat the drum on 4/4 counts and guide learners to the following moves:</li> <li>Learners lift their right knees up and down and clap with their right hands on counts of 4, and do the same move with the left knees and left hands on counts of 4</li> </ul>	<ul style="list-style-type: none"> <li>Learners clap hands with a partner on the left and on the right on 4 counts</li> <li>Learners stamp their feet left and right.</li> </ul> <p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher plays music, explain how the learners must move when the music is on.</li> <li>Learners move around freely on the beat of the music.</li> <li>Learners link the music with movements: when the music is played softly the learners move away from the teacher and when the music is played louder the learners must move closer to the teacher.</li> <li>Learners move according to the music and stop when the music ends.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Learners warm up the body by doing stretches.</li> <li>Learners cool down the body:</li> <li>Learners sit in a circle and do the following exercises. <ul style="list-style-type: none"> <li>Learners do breathing exercises; breathe in, hold for one count, breathe out hold for one count, repeat the movement changing the counts from 1-5.</li> <li>Learners do a candle melting action.</li> <li>Learners deflate balloons.</li> </ul> </li> </ul>

PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills	
Grade 2 : Second Year		Activities, techniques, notes, etc.	
<b>Week 1-3</b> <b>Learners warm up the body:</b> <ul style="list-style-type: none"> <li>When the music starts, form a circle and swing the arms forwards and backwards, left and right.</li> <li>Swing legs forwards and backwards, left and right.</li> <li>Do the midline crossing: learners stand with legs wide, take the ball in the left hand and put it down in front of the right foot; pick it up with the right hand and put it down in front of the left foot. Repeat the movement and stop when the music stops.</li> <li>Each action is done 4 times and according to rhythm of the song.</li> </ul>		<b>Week 6-7</b> <ul style="list-style-type: none"> <li>Teacher explain to the learners how to respond to the music</li> <li>Learner sing the song together with the CD and dance freely according to the tempo.</li> <li>Learners link music with movements: when the music is fast they move closer to the teacher and when it is slow they move away from the teacher.</li> </ul>	
<b>Week 4-5</b> <ul style="list-style-type: none"> <li>Teacher allows learners to choose objects like rulers pencil cases, and do rhythmic moves.</li> <li>Teacher beats the drum on 4 counts, learners will do the following: <ul style="list-style-type: none"> <li>Shake their pencil cases,</li> <li>Beat rulers on the same beat.</li> <li>Shake the tins filled with small stones.</li> <li>Beat wooden blocks or plastic blocks together.</li> </ul> </li> </ul>		<b>Week 8-9</b> <ul style="list-style-type: none"> <li>Learners cool down the body.</li> <li>Learners stand in a circle and do the following imagery movements: <ul style="list-style-type: none"> <li>Shrink slowly</li> <li>Sit down and grow slowly</li> <li>Learners lie down on the carpet, listen to music and do breathing and relaxation exercises.</li> </ul> </li> </ul>	
Grade 2: Term 1		Content: Improve and interpret	
<ul style="list-style-type: none"> <li><b>Use</b> the voice and body imaginatively in drama exercises and games.</li> </ul>		<ul style="list-style-type: none"> <li><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> </ul>	

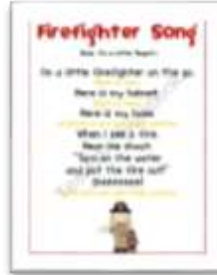
PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills	
<ul style="list-style-type: none"> <li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li> <li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li> <li>• <b>Improvise</b> and <b>create</b> dance sequences that use steps and styles from various South African dance forms.</li> <li>• <b>Improvise</b> stories based on fantasy and life experiences using voice (singing/speaking).</li> <li>• <b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Mime</b> actions that resemble the need for food, clothes, shelter.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Explore</b> the senses through rhymes, and songs.</li> </ul>	
Grade 2 : First Year		Activities, techniques, notes, etc.	
<b>Week 1-3</b> <ul style="list-style-type: none"> <li>• Group discussion: specific traditional clothes for each cultural group.</li> </ul>		<b>Week 6-7</b> <ul style="list-style-type: none"> <li>• Teacher narrates a story about bullying (for example the story about the sheep and the wolf).</li> </ul>	

PERFORMING ARTS Grade 2: Term 1		Content : Creative games and skills	
<ul style="list-style-type: none"> <li>The class holds a Cultural day; learners wear their specific traditional clothes on the day.</li> <li>Class is divided into different cultural groups and each group sing and dance according to own culture. Each group is given few minutes to perform.</li> <li>Learners role play different occupations</li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher introduces the topic by narrating a story.</li> <li>Learners make a circle and teacher asks learners to mime specific idea.</li> <li>Each learner is asked to come to the center of a circle and mime the need for clothes, food, shelter, friends.</li> <li>The rest of the learners must guess the idea being mimed.</li> </ul>		<ul style="list-style-type: none"> <li>Group discussion: how to handle a bully.</li> <li>Learners role play a situation of how to handle a bully (for example: take a stand; don't show that you are scared, warn a bully that you will tell a class monitor, teacher, principal, parent).</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher reads various rhymes about body parts.</li> <li>Teacher plays various songs about body parts.</li> <li>Teacher divides the class into two groups: <ul style="list-style-type: none"> <li>Group 1 perform a rhyme about body parts,</li> <li>Group 2 do an action song while they sing a song about body parts (for example Head and shoulders, knees and toes).</li> </ul> </li> </ul>	
Grade 2 : Second Year		Activities, techniques, notes, etc.	
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>Group discussion: Specific traditional clothes for each cultural group.</li> <li>Group discussion: cultural characteristics for each cultural group.</li> <li>Learners are divided into different cultural groups each wearing own specific traditional attire.</li> <li>Learners demonstrate cultural characteristics like greetings and differences e.g. in the white culture, men let women to go first but in black culture, men go first. Each group is given few minutes to perform.</li> </ul>		<p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher mixes and puts necessary as well as unnecessary items on the table.</li> <li>Teacher asks learners to role play a situation: learners prepare to go on an adventurous camp. Learners must choose which items to take or not to take.</li> <li>Learners must give reasons to their answers.</li> </ul> <p><b>Week 6-7</b></p>	



**PERFORMING ARTS****Grade 2: Term 1****Content : Creative games and skills**

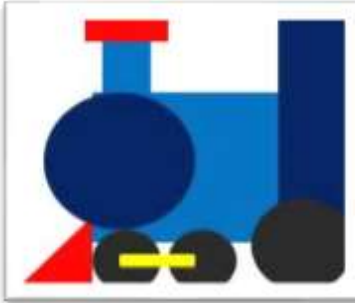
- Learners learn and perform the fire fighter song










- Group discussion: abuse and solutions when a person is a victim of abuse.
- Learners dramatise a story based on abuse and where and how to report and get help from people



**Week 8-9**



- Teacher makes five groups of learners and ask group to pick out objects in a box, give them few minutes to think and practice story telling about the sense chosen before the talk in class.
- Learners make up a story of few sentences from a box of interesting objects related to senses based on how to take care of senses.


VISUAL ARTS GRADE 2 Term 1			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	<b>VISUAL ARTS</b> <b>Me and my community</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> important buildings and places in the community.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise shapes.</li> <li>• Teacher displays a picture of any place where the community meets, e.g. a church/community hall etc. and ask learners to name the building in the picture.</li> <li>• Learners walk outside on the schoolground and recognise and indicate different shapes on the school ground.</li> <li>• Teacher displays a map of the community. Learners paste shapes on the maps to indicate where different occupations take place for example: doctors and nurses in a hospital..</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> shapes in a picture.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher displays one picture containing different shapes.</li> <li>• Learners identify and name the shapes on the picture</li> </ul> 


VISUAL ARTS GRADE 2 Term 1			
			<ul style="list-style-type: none"> <li>Group discussion: what is the difference between occupations for example: doctor works long hours, policeman's work is dangerous.</li> </ul>
	Create in 3-D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<div>  <p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>Group discussion: revise shapes.</li> <li>Learners cut out different</li> </ul> <p>shapes from card box and with guidance from teacher construct a place where people meet together, e.g. church, police station, parks.</p>  </div> <p>OR</p> <div> <ul style="list-style-type: none"> <li>Demonstration by teacher: how to build a fire truck.</li> <li>Learners use the chairs in the class with card board boxes to create a fire truck.</li> </ul>  </div>

VISUAL ARTS GRADE 2 Term 1			
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Make</b> any two different types of transport and explain shortly what the transport is used for.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: different types of transport.</li> <li>• Learners cut out different shapes from card boxes and use other recycled materials to construct vehicles which people normally use together e.g. taxi, school bus, police van.</li> </ul>   
<p><b>VISUAL ARTS</b></p> <p>Create in 2D</p>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Make</b> a vehicle used in the community using a footprint.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the community and different services in the community.</li> <li>• Teacher demonstrates how to make a community vehicle using a footprint.</li> <li>• Learners create a community vehicle using a footprint.</li> </ul>	

VISUAL ARTS GRADE 2 Term 1			
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a picture of fire fighters using a handprint.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrates how to make fire fighters using a handprint.</li> <li>• Learners create a picture of fire fighters using a handprint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> Police radios using empty juice cartons.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrates how to make a police radio using an empty juice carton.</li> <li>• Learners make their own police radio using an empty juice carton.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>



VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools:</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrates how to make a post box using an empty cardboard box.</li> <li>• Learners make a post box using an empty card board box.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> firefighters using paper and paint.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community helpers.</li> <li>• Teacher demonstrate how to make firefighters using paper and paint.</li> <li>• Learners create firefighters using paper and paint.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises community vehicles.</li> <li>• Teacher demonstrates how to make a collage of a garbage truck and recycled items.</li> </ul>



VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a garbage truck collage using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own collage of a garbage truck and recycled items</li> </ul> 
4-5	<b>VISUAL ARTS</b> <b>What do I need to live</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise and identify</b> shapes in the classroom.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise shapes.</li> <li>• Teacher asks learners to look around the classroom and mention individual things that has the shape of triangle, square, circle, rectangle e.g. learners can mention that the door/chalkboard has the shape of rectangle.</li> <li>• Teacher shows and explain a flow chart of the life cycle of a plant or the life cycle of a man/woman from baby to adult.</li> <li>• Teacher discuss the order of the life cycle, learners must put the life cycles in the correct order.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise shapes.</li> <li>• Teacher displays pictures of houses and asks learners to identify different shapes in the pictures.</li> </ul>



VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise and identify</b> shapes in pictures.</li> <li>• <b>Identify</b> specific shapes.</li> </ul>	
	Create in 2-D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise primary and secondary colours.</li> <li>• Learners draw and paint a pictures about “What my body needs”.</li> <li>• Learners cut pictures out and make a big poster with a slogan that says “What do I need to survive”.</li> <li>• Learners create a picture of a boy/girl with their shadows.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners draw, paint and cut pictures based on the week’s topic.</li> </ul>




## VISUAL ARTS GRADE 2 Term 1

		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw</b> and give own interpretation of drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make their own flow chart with pictures according the example below with the headings: Healthy foods, healthy drinks.enough sleep, good friends, shelter, sunlight, air.</li> </ul>	
	<b>VISUAL ARTS</b>  Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a stethoscope using pipe cleaners.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a stethoscope using pipe cleaners.</li> <li>• Learners make a stethoscope using pipe cleaners.</li> </ul>	



VISUAL ARTS GRADE 2 Term 1			
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a friendship bracelet.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a friendship bracelet.</li> <li>• Learners make a friendship bracelet using plastic straws.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a picture of teeth with healthy and unhealthy food.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy and unhealthy food.</li> <li>• Learners create a picture with teeth and paste healthy and unhealthy food on the teeth.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises healthy and unhealthy food.</li> </ul>

VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a picture of ice cream using puffy paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a picture of an ice cream cone using puffy paint.</li> <li>• Learners create a picture of an ice cream cone using puffy paint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a village with houses and community vehicles using card board.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses different people that have an influence on a learner's life.</li> <li>• Teacher demonstrates how to make a village with community vehicles.</li> <li>• Learners create their own village with houses and vehicles using coard board</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>



VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create and decorate</b> a hut using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises different houses in South Africa.</li> <li>• Teacher demonstrates how to make a hut with an empty tin and card board.</li> <li>• Learners create and decorate a hut using recycled materials.</li> </ul> 
6-7	<b>VISUAL ARTS</b> <b>Me and other people</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures and photos with children's rights as theme.</li> <li>• Learners discuss images in terms of content, line, shape, form and colour.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher shows pictures and photos with children's rights as theme.</li> <li>• Learners discuss images in terms of content, line, shape, form and colour.</li> </ul>

VISUAL ARTS GRADE 2 Term 1			
		in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.	<ul style="list-style-type: none"> <li>Learners discuss images in photographs in terms of texture, space and materials used.</li> </ul>
	Create in 2-D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li><b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>Group discussion: various aspects of children's rights.</li> <li>Learners cut out pictures showing children's rights and paint them.</li> <li>Learners combine painted pictures to make a poster.</li> <li>Learners discuss children's rights and responsibilities and draw two pictures to show the difference between rights and responsibilities.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>Group discussion: various aspects of children's rights</li> </ul>





VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Create</b> a picture of hands with the theme “ my past and future”.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners draw their own picture of children’s rights and colour or paint the picture.</li> <li>• Learners discuss the meaning of the picture.</li> <li>• Learners draw a picture of two hands and paste or paint pictures in the hands representing their past and future.</li> </ul> 
	<b>VISUAL ARTS</b>  Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a wind chime using recycled materials.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a wind chime using recycled materials.</li> <li>• Learners make a wind chime using old keys and sticks.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>



## VISUAL ARTS GRADE 2 Term 1

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a wind chime using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a wind. Chime using recycled materials.</li> <li>• Learners make and decorate a wind chime using old tins and recycled materials.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a card using hand- and footprints.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises families.</li> <li>• Learners create a card using hand- and footprints</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises families.</li> </ul>







VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a coaster with family pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make coasters using pictures of the family.</li> <li>• Learners make coasters using pictures of family member</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> musical instruments from recycled materials.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises musical instruments.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to make musical instruments using recycled materials.</p> <ul style="list-style-type: none"> <li>• Learners create drums using recycled materials.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises musical instruments.</li> </ul>







VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> musical instruments from recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a musical instrument using recycled materials.</li> <li>• Learners create and decorate a guitar using recycled materials.</li> </ul> 
8-9	<b>VISUAL ARTS Senses</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Identify</b> senses that look like other shapes. E.g. nose-triangle</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher displays pictures of senses and different shapes.</li> <li>• Learners match the shapes with body senses.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b>

## VISUAL ARTS GRADE 2 Term 1

		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Identify</b> senses that look like other shapes. E.g. nose-triangle</li> <li>• <b>Draw</b> different shapes relating to senses, (circle-eyes; triangle-ears),</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses different senses.</li> <li>• Teacher revise shapes.</li> <li>• Learners draw pictures depicting a specific sense for example a rose with thorns for the sense of touch.</li> </ul>	
	Create in 2-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine –motor and sensory coordination.</li> <li>• Make a facial mask that shows different senses.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher shows examples of facial masks and demonstrate how to make a facial mask.</li> <li>• Learners make a facial mask that shows different senses with cut-out card boxes.</li> </ul>	

VISUAL ARTS GRADE 2 Term 1			
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> a collage on a paper showing different senses including hands.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teachers shows examples of collages showing different senses.</li> <li>• Teacher demonstrates how to make a collage.</li> <li>• Learners make a collage on a paper showing different senses including hands with cut-out pictures of senses.</li> </ul> 
	<b>VISUAL ARTS</b>  Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a box face mask.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a face mask using a cardboard box.</li> <li>• Learners create a face mask depicting the different senses.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> </ul>

VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a bottle lid bug using different colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a bug using a bottle cap/lid.</li> <li>• Learners make bugs using bottle caps/lids.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a five senses hat.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Learners create a five senses hat.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b>

VISUAL ARTS GRADE 2 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a five sense picture using cotton buds.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Teacher demonstrates how to make a picture of the five senses using cotton buds.</li> <li>• Learners create their own picture of the five senses using cotton buds.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> a two colour clay ball.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> <li>• Learners create a two colour ball using clay.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises senses.</li> </ul>

## VISUAL ARTS GRADE 2 Term 1

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Create** a colour sorter using recycled materials.

- Teacher demonstrates how to make a colour sorter using recycled materials.
- Learners create their own hungry monster colour sorter using recycled materials.



### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals

3.12. Grade 2 : Term 2

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Do</b> midline crossing.</li> <li>• <b>Build</b> own movement vocabulary using:             <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Sing</b> indigenous songs, rhythmic games and rhymes using different dynamics ( loud/ soft; gentle/strong) with clapping and stamping</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences .</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> music, movement and voice focusing on pitch:</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Portray</b> characters and objects from stories using body shapes and sounds.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> </ul>

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
	<ul style="list-style-type: none"> <li>• <b>Create and imitate</b> sounds effects in stories made by water animals; snake, frogs, whales</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> </ul>
Grade 2 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <p>The teacher must make sure that weather chart, posters, string, cardboard, liquid glue, paper, paints and other is available in class for the week.</p> <ul style="list-style-type: none"> <li>• Learners demonstrate preparing themselves to come to school by doing activities for example: clean their shoes, brush their hair, make the bed.</li> <li>• Teacher takes learners outside the classroom and the following activities:</li> <li>• Move freely and creatively while swinging their arms like a wind.</li> <li>• Move arms in circles and make it big and bigger.</li> <li>• Stretch legs becoming long and longer.</li> <li>• Swing one leg to and fro make it big, bigger in front of the body.</li> </ul> <p><b>Week 3-4</b></p> <ul style="list-style-type: none"> <li>• Teacher demarcate an area in class for learners to do the following movements: Skip and hop while sharing a space.</li> </ul>	<p><b>Week 3 – 4 (continue)</b></p> <p><b>Slide</b> - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p><b>Non Locomotor</b> - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p><b>Swing</b> - a pendular motion of a body part that can move forward and backward or side to side.</p> <p><b>Twist</b> - a partial rotation of body parts around an axis</p> <p><b>Turn</b> - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns</p> <p><b>Shake</b> - a short quick vibrating movement in a body part or the whole body.</p> <p><b>Bend</b> - a flex of a body part at a joint</p> <p><b>Stretch</b> - extending a body part or the whole body</p> <p><b>Wiggle</b> - a small or big, fast or slow curvy movement of a body part or the whole body.</p>



PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
<p><b>Locomotor Movements</b> - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p><b>Even Rhythm:</b></p> <p><b>Walk</b> - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.</p> <p><b>Run</b> - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.</p> <p><b>Jump</b> - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land one one foot.</p> <p><b>Hop</b> - The hop requires a push-off from one foot and landing on the same foot.</p> <p><b>Leap</b> - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.</p> <p><b>Uneven Rhythm:</b></p> <p><b>Skip</b> - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long - short. Long (the step) and short (the hop).</p>	<p><b>Rock or sway</b> - shift of the body weight forward, backward, side to side or in a circular pathway.</p> <p><b>Week 5-7</b></p> <ul style="list-style-type: none"> <li>Teacher plays any familiar song with 4 beats. Learners sing along and do own movements;</li> <li>Learners clap and stamp according to the beat of the music.</li> <li>Learners make a circle, holds hands and move to the beat of the song, 4 steps to the left and 4 steps to the right, 4 steps forwards and backwards.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher teaches learners a rhyme about animals' sounds.</li> <li>Teacher teaches words first and says the lines of the rhyme.</li> <li>Learners must listen and repeat each line after teacher.</li> <li>Learners learn and sing the song: Old MacDonald had a farm.</li> <li>Example of rhyme about animals' sounds.</li> </ul> <p>Moo, Moo says the cow in the kraal, Cluck, cluck say the hen in the morning Woof, woof barks the dog in the kennel Miaauw, miaauw cries the cat for the milk</p>

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
<b>Gallop</b> - A forward movement where one foot leads the gallop while the other foot follows. The lead foot steps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long -short. Long (the step) and short (the landing).	
Grade 2 : Second Year	Activities, techniques, notes, etc.
<b>Week 1-2</b> <ul style="list-style-type: none"> <li>Learners demonstrate preparing themselves to come to school by doing activities for example: clean their shoes, make the bed, wash the dishes and brush their teeth.</li> <li>Teacher takes them outside the classroom to do the following:               <ul style="list-style-type: none"> <li>Move freely and creatively to feel the weather condition.</li> <li>Wave their arms like wind,</li> <li>Flutter their hands like leaves falling from trees</li> </ul> </li> </ul> <b>Week 3-4</b> <ul style="list-style-type: none"> <li>Teacher demarcate an area in class for learners to do the following movements:               <ul style="list-style-type: none"> <li>Move like a snake,</li> <li>Swim like a fish, while sharing a space without bumping into each other.</li> </ul> </li> </ul>	<b>Week 5-7</b> <ul style="list-style-type: none"> <li>Teacher plays any familiar song with 4 beats. Learners sing along and do own movements, link the movements to the volume, when the volume is loud, they make big movements and when the volume is soft they make smaller movements.</li> <li>Learners sit in a circle, clap and sing along.</li> </ul> <b>Week 8-9</b> <ul style="list-style-type: none"> <li>Teacher plays a drum whilst saying the rhyme, after each line she beat the drum 2/2 and learners must freeze up and down, when the drum stops, learners say the line</li> <li>The instruction must be repeated for all the lines in the rhyme.</li> </ul>
Grade 2	Content: Improvise and interpret
<ul style="list-style-type: none"> <li><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li><b>Sing</b> songs found in the immediate environment.</li> </ul>	<ul style="list-style-type: none"> <li><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> </ul>

PERFORMING ARTS		
Grade 2: Term 2		Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Portray</b> characters and objects from stories using body shapes and sounds.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> <li>• <b>Create and imitate</b> sounds effects in stories made by water animals; snake, frogs, whales</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Use</b> objects or props creatively in movement, dramatic play and music.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Begin</b> to see differences between self and the role being played..</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> <li>• <b>Dramatise</b> a make believe situation of fantasy and own life experiences.</li> </ul>	
Grade 2 : First Year		Activities, techniques, notes, etc.

PERFORMING ARTS	
Grade 2: Term 2	Content : Creative games and skills
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher takes learners outside to observe the characteristics of the current season.</li> <li>Teacher teach learners a song about seasons.</li> <li>Learners learn the lyrics first and the tune thereafter.</li> </ul> <p><b>Example of a song about seasons:</b>          “I love Summer, swimming every day          I love winter and the school holyday          I love autumn when the kite winds blows          I love spring when the flowers grow”.</p> <p><b>Week 3-4</b></p> <ul style="list-style-type: none"> <li>Teacher plays a recording story about animals in water and thereafter learners identify the animals and create and imitate sounds made by those animals.</li> <li>Teacher plays DVD with sound of dolphins and seals.</li> <li>Learners create sounds individually.</li> </ul>	<p><b>Week 5-7</b></p> <ul style="list-style-type: none"> <li>Teacher teach learners a song about animals shelters:             <ul style="list-style-type: none"> <li>Lions sits in the shades of thorn trees</li> <li>Giraffe nibbles tender leaves and reaching high</li> <li>Hippopotamus hides so nobody sees him in the water excepts when he breathes</li> <li>Teacher choose learners to dramatize their movements while singing the song.</li> </ul> </li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher narrates a short story about life in the farms.</li> <li>Teacher teaches the learners a rhyme and chooses learners to characterise characters for the following animals: pig, sheep, dog, rooster and goat.</li> <li>Learners role play the situation.             <ul style="list-style-type: none"> <li>Sheep says my wool is of wool;</li> <li>Dog barks and says I m a guard</li> <li>Cow says I produce milk for all dairy foods.</li> <li>Pig says my bacon is the best.</li> </ul> </li> </ul>
Grade 2 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher takes learners outside the classroom to observe characteristics of the current season.</li> <li>Learners sing and demonstrate the activities for that season for</li> </ul>	<p><b>Week 5-7</b></p> <ul style="list-style-type: none"> <li>Teacher display plastic animals’ models on the table and paste pictures of their shelters randomly on classroom wall.</li> <li>Learners choose an animal, move it around, looking for its shelter</li> </ul>

## PERFORMING ARTS

Grade 2: Term 2

Content : Creative games and skills

example : playing with water; blowing water bubbles with straws;  
playing with a kite.

### Week 3-4





- Teacher plays a recording story about the movements of animals and thereafter chooses learners to dramatize it.
- Teacher discusses the characters with the learners and give them few minutes to practice and rehearse the drama before they perform it in class.



and when the music stop the animal must be in its shelter.

### Week 8-9

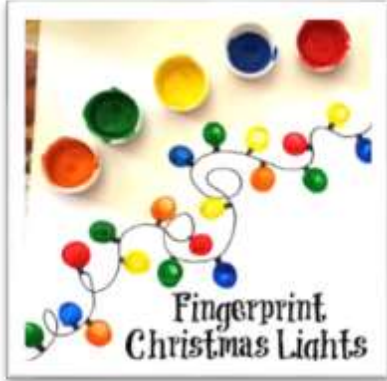

- Teacher chooses a few learners who have the experience of life in farms to dramatize the way of life, getting up early in the morning; going to into the kraal to milk the cows; taking care of animal for example feeding them, taking, them out in the veld to graze, coming back later.
- Learners have to practice and rehearse before they perform the drama in class



VISUAL ARTS GRADE 2 Term 2			
We ek	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	<b>VISUAL ARTS Seasons</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations: Name the four seasons shown on the poster.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher display a poster depicting four different seasons and learners name and explain what is happening in each season.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Name</b> the seasons and <b>discuss</b> the effect they have on growing plants.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher display four charts about trees on the board and learners talk about the effect seasons have on the plants e.g. falling leaves during winter.</li> </ul>
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> </ul>


VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: cutting, pasting, tearing: Make a string print/stencilling of the sun</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher guides learners to make a string print/stencilling of the sun.</li> <li>• Learners use string, cardboard, liquid glue, paper, paints to create a picture of the sun</li> </ul> <div>   </div>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: cutting, pasting, tearing: Learners make a seasonal wheel.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher puts a picture of a seasonal wheel and guide learners how to make their own seasonal wheels.</li> <li>• Learners use recyclable boxes and other materials to make a seasonal wheel depicting all four seasons as well as the fruit and vegetables that grows in each season.</li> </ul> <p><b>Examples of seasonal wheels above</b></p> <div>   </div>



VISUAL ARTS GRADE 2 Term 2			
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a tree depicting the four seasons.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make a tree depicting the four seasons.</li> <li>• Learners make and decorate a tree depicting the four seasons using cardboard.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a Christmas tree using popsicle/ice cream sticks.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make a Christmas tree with popsicle/ice cream sticks.</li> <li>• Learners create and decorate a Christmas tree using popsicle/ice cream sticks.</li> </ul> 
	Create in 2D	<p><b>Grade 2 : First Year</b></p>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> </ul>







VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture with Christmas lights using fingerprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture or a card with Christmas lights using fingerprints.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of flowers using a fork and paint.</li> </ul>	<b>Grade 2 : Second Year</b>  <ul style="list-style-type: none"> <li>• Teacher revises season.</li> <li>• Learners create a picture or a card with flowers using a fork and paint.</li> </ul>
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : First Year</b>

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a colourful tree using cardboard</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make a tree with different colours of cardboard.</li> <li>• Learners create their own tree using different colours of cardboard.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create paper maché Easter eggs.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises seasons.</li> <li>• Teacher demonstrates how to make paper maché Easter eggs.</li> <li>• Learners make paper maché Easter eggs.</li> </ul> 
3-4	<b>VISUAL ARTS</b> <b>Creatures living in water</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher display a poster about big and small water animals on the board and learners must identify big and small animals.</li> <li>• Teacher differentiates between water animals in the sea and water animals in a river.</li> </ul>

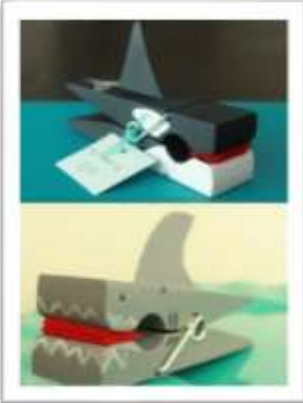
VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Identify</b> big and small animals living in water.</li> </ul>	
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations, <b>copy and draw</b> animals to show the contrasts big/small, long/short.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher display poster of different water animals on the board.</li> <li>• Learners copy and draw big and small animals, long and short and then explain the contrast.</li> <li>• Teacher displays photo's and pictures of water animals and learners discuss different colours of for example fishes.</li> <li>• Group discussion on the food chain in water.</li> </ul>
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> art elements; shape and colour in drawing: Paint pictures of living water creatures using variety of media; finger painting.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: how to paint fishes using finger painting.</li> <li>• Demonstration by teacher: how to paint fishes using as variety of media.</li> <li>• Learners paint a picture of a fish swimming in the water using a variety of media for example finger painting.</li> </ul> <p><b>Example of a painting of a fish</b></p> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>


VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw</b> and give own interpretation of drawings.</li> <li>• <b>Use</b> art elements; shape, texture and colour in drawing and painting.</li> </ul>	 <ul style="list-style-type: none"> <li>• Teacher display a poster of living water animals for learners to copy.</li> <li>• Learners draw and paint pictures of living water creatures using variety of media; finger and brush painting.</li> <li>• Learners paint big with brushes and small with fingers.</li> </ul> <p><b>Example of a painting of fishes</b></p>
	<b>Create in 3D</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create jelly fish using pipe cleaners.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make jelly fish with pipe cleaners.</li> <li>• Learners create jelly fish using pipe cleaners and cardboard,</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> </ul>

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create an octopus using pipe cleaners.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an octopus with pipe cleaners.</li> <li>• Learners create an octopus with different colours of pipe cleaners.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of an octopus.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Learners create a picture of an octopus.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b>


VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a textured star fish.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises sea creatures.</li> <li>• Learners create a textured star fish using cardboard and coloured barley or rice.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create an octopus using an egg carton and pipe cleaners.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make an octopus using an egg carton and pipe cleaners.</li> <li>• Learners create and decorate an octopus using an egg carton and pipe cleaners.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals.</li> <li>• Teacher demonstrates how to make a shark using a clothespin.</li> </ul>



## VISUAL ARTS GRADE 2 Term 2



		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a shark using a clothespin.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a shark using a clothespin.</li> </ul> 
5-7	<b>VISUAL ARTS</b>  <b>Animals and their shelters</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Look</b> for pictures of different animals and their different shelters and make a poster.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Learners cut out animal pictures and their shelters and paste them to make a poster.</li> <li>• Teacher displays photos or pictures of animals and their shelters and learners must match the two pictures.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners draw two animals of their choice and their shelters and describe their shapes, e.g. spider web-circular movement.</li> </ul>



VISUAL ARTS GRADE 2 Term 2			
		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Draw</b> animals and their shelters, talk about the shape of their shelters</li> </ul>	<ul style="list-style-type: none"> <li>• Learners differentiate between wild animals and tame animals in shelters or in the zoo.</li> </ul>
	<b>Create in 3-D</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Use</b> play dough to model freely ;shaping, twisting and rolling,</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Teacher demonstrates how to make an animal and the shelter of the animal using polymer clay.</li> <li>• Learners model clay; roll, twist and shape it to mould an animal and its shelter e.g. ant hill/rabbit burrows.</li> </ul> <p><b>Example of an animal shelter</b></p> 
		<p><b>Grade 2 : Second Year</b></p>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> </ul>



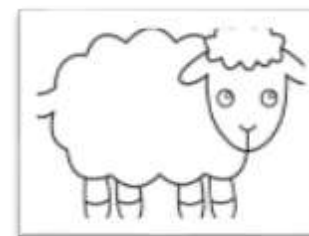
VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Mould</b> an animal with clay and construct its shelter using recyclable materials e.g. boxes, grasses.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make clay animals using polymer clay.</li> <li>• Teacher demonstrates how to construct an animal shelter using recycled materials.</li> <li>• Learners make clay animals, use recyclable materials to construct their shelters, and build their own game farm on a display table with name cards.</li> </ul> <p><b>Examples of clay animals</b></p> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> </ul>




VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: create a picture of a dog house.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture or a picture card of a dog and a dog house.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a bird and its nest using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and its shelters.</li> <li>• Learners create a picture of a bird and its nest using recycled materials.</li> </ul> 
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> </ul>



VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a bird house or bird feeder using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a bird house or bird feeder using recycled materials.</li> <li>• Learners create and decorate a bird house or a bird feeder using an empty milk carton.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a bird feeder using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Teacher demonstrates how to make a bird house or bird feeder using recycled materials.</li> <li>• Learners create and decorate a bird house or a bird feeder using an empty cold drink bottle.</li> </ul> 

VISUAL ARTS GRADE 2 Term 2			
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a bird house.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Learners paint a picture of a bird house.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a bird house using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their shelters.</li> <li>• Learners paint a picture of a bird house on old newspaper and paste it on a background.</li> </ul> 
8-9	VISUAL ARTS Farm and wild animals	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher pastes a poster of animal products and learners must tell from which animals we get those products.</li> </ul>




VISUAL ARTS GRADE 2 Term 2			
	Visual literacy	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Look and talk</b> about uses of farm animals.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Look and talk</b> about differences between farm and wild animals.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher displays two posters, one for farm animals and the other for wild animals, learners must look carefully and spot the differences between the two.in terms of size.</li> </ul>
	Create in 2-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine –motor and sensory coordination.</li> <li>• Make a facial mask that shows different senses.</li> <li>• <b>Use</b> art elements of shape and colour in drawing and painting</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Learners trace and paint templates of a sheep, goat, cow, pig and interpret products of animals</li> <li>• Learners make a collage of farm animals and use the products of the animals to decorate the picture. For example egg shells for the hen and wool for the sheep.</li> </ul> <p><b>Example of a template on right</b></p>



VISUAL ARTS GRADE 2 Term 2			
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> a collage on a paper showing different senses including hands.</li> <li>• <b>Interpret</b> body parts in drawing and painting:</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Learners trace a sheep template and paste the body with a cotton wool, paint body parts with different colours.</li> <li>• Learners draw a picture of a wild animal and decorate it with the tracks of that animal for example tracks of an antelope.</li> </ul> <p><b>Example of animal tracks</b></p>  <p><b>Example of a sheep using a template and decorated with cotton wool</b></p> 
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Teacher demonstrates how to make farm animals using</li> </ul> 

VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li><b>Develop</b> craft skills: create farm animals using recycled materials.</li> </ul>	<p>recycled materials.</p> <ul style="list-style-type: none"> <li>Learners create and decorate farm animals using empty tins.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> craft skills: create farm animals using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>Teacher revises farm animals.</li> <li>Teacher demonstrates how to make farm animals using recycled materials.</li> <li>Learners create and decorate farm animals using empty cold drink bottles.</li> </ul> 
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> craft skills: create a picture of a hen using a paper plate and a handprint.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>Teacher revises farm animals.</li> <li>Learners create a picture of a hen using a paper plate and a hand print.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>



VISUAL ARTS GRADE 2 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a duck using a handprint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises farm animals.</li> <li>• Learners create and decorate a picture of a duck using a handprint and different colours of feathers.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create animal tracks on balloons.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises animal tracks.</li> <li>• Learners create animal tracks on balloons.</li> </ul>  
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises wild animals.</li> <li>• Learners create and decorate an elephant using card board and folded paper.</li> </ul>



## VISUAL ARTS GRADE 2 Term 2

- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create an elephant using card board and folded paper.



### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals

3.13. Grade 2 : Term 3

PERFORMING ARTS Grade 2: Term 3		Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Warm up</b> using actions from stories as stimulus:</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Do</b> pony gallops using rhythm and movement</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Develop</b> spatial awareness</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> <li>• <b>Play</b> rhythm, clapping, skipping and singing games in pairs.</li> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, using different percussion instruments with rhythms and tempos (fast/slow).</li> <li>• <b>Do</b> rhythms with long and short note values using body percussions and percussion instruments.</li> <li>• <b>Use</b> percussion instruments to keep a steady beat.</li> <li>• <b>Use</b> body percussion to and/percussion instruments to perform simple rhythm patterns</li> </ul>
Grade 2 : First Year		Activities, techniques, notes, etc.



PERFORMING ARTS Grade 2: Term 3		Content : Creative games and skills	
<b>Week 1-3</b> <ul style="list-style-type: none"> <li>Learners warm up:</li> <li>Teacher paste a picture story about transport, and ask learners to look carefully and think about actions based on the movement of the vehicles:</li> <li>Learners jog around with their arms stretched out like the wings of an aeroplane, and when they hear the whistle blow, they row as if they are in a rowing boat.</li> <li>Learners repeat the movement with other modes of transport and the way they move e.g. ambulance</li> </ul> <b>Week 4-5</b> <ul style="list-style-type: none"> <li>Teacher plays a recorded tape with a gallop rhythm:</li> <li>Learners pretend to be horses and when the music starts playing , all horses gallop in a circle, and when music stops, they must all stand still and the when the music starts again they have to turn around and gallop the opposite direction.</li> <li>Learners sit in a circle when the music ends. Teacher plays the tape again and learners have to listen carefully and clap the gallop rhythm</li> </ul>		<b>Week 6-7</b> <ul style="list-style-type: none"> <li>Teacher demarcate the play area, pairs the learners and plays music while learners do the following movements:</li> <li>Jump around holding hands without bumping to each other and when the whistle blows they freeze and do leap frogs.</li> <li>The movement is repeated and when the teacher blows the whistle three times, the movement ends</li> </ul> <b>Week 8-9</b> <ul style="list-style-type: none"> <li>Teacher divides the class into two groups and asks them to do the following:</li> <li>One group hold the hand bells and rattles and shake them on 4 beats while the other group use skipping ropes to skip 4 times forwards, 4 times backwards, 4 times with left leg and 4 times with right leg. The movement is repeated two times.</li> <li>The groups swop and change the roles</li> </ul>	
Grade 2 : Second Year		Activities, techniques, notes, etc.	
<b>Week 1-3</b> <ul style="list-style-type: none"> <li>Learners warm up the body:</li> <li>Teacher pastes a picture story about transport, and ask learners to look carefully and think about actions based on the movement of the</li> </ul>		<b>Week 6-7</b> <ul style="list-style-type: none"> <li>Teacher divides the learners in two groups.</li> <li>The one group of learners jog in a circle while swinging their arms</li> <li>The second group stands in a square, lift their knees high up</li> </ul>	

PERFORMING ARTS	
Grade 2: Term 3	Content : Creative games and skills
<p>vehicles:</p> <ul style="list-style-type: none"> <li>Learners pretend to be taxis and when the whistle blows, they ride forward as fast, and when the whistle blow again they switch on their right indicators, stick out their arms and, turn slowly to the right and when the whistle blows again they switch on their left indicators and turn to the right .</li> <li>Learners repeat the movement with another mode of transport.</li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher divides learners into two groups, one group is horses and other group is children.</li> <li>Teacher ties a rope around the waists of horses, plays a recorded tape with a gallop rhythm and learners do the following:</li> <li>When the music plays galloping rhythm the horses gallop and the other learners follow jogging.</li> <li>Teacher repeats the music but when the music is slow the horses have to gallop slower and when is fast, they must move faster</li> <li>Learners swop the roles and repeat the movement</li> </ul>	<p>pointing toes, they clap their knees with the hands.</p> <ul style="list-style-type: none"> <li>Teacher blows a whistle after every movement and learners stop and start the movements again and when the teacher blows the whistle three times, the movements end.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher make two circles and then ask learners to do the following:</li> <li>The first circle clap hands and snap fingers loud and soft 4/4 counts, the second circle move round in circles to the left 4/4 times and to the right 4/4 times holding hands, and bend forwards and on the side 4/4 times</li> <li>Learners swop the roles and do the movement again.</li> </ul>
Grade 2 :	Content: Improve and interpret
<ul style="list-style-type: none"> <li><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li><b>Work</b> with others when exploring situations in role.</li> <li><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li><b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> <li><b>Play</b> rhythm, clapping, skipping and singing games in pairs.</li> </ul>




PERFORMING ARTS	
Grade 2: Term 3	Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Use</b> concrete objects to represent others in a dramatic play.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Portray</b> characters and objects from stories using body shapes and sounds.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> <li>• <b>Dramatise</b> a make believe situation or own life experience with movement and songs.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Keep</b> a steady beat, play rhythmic games such as clapping, using different percussion instruments with rhythms and tempos (fast/slow).</li> <li>• <b>Do</b> rhythms with long and short note values using body percussions and percussion instruments.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo.</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Dramatise</b> own life experience with a song.</li> <li>• <b>Create and imitate</b> sounds effects in stories made by water animals; snake, frogs, whales</li> <li>• <b>Develop</b> listening skills; react to signals, cues, rhymes, and songs.</li> <li>• <b>Use</b> concrete objects to represent other objects in a dramatic play and own life experiences.</li> </ul>
Grade 2 : First Yea	Activities, techniques, notes, etc.
<b>Week 1-3</b> <ul style="list-style-type: none"> <li>• Learners dramatise crossing the road using the following: made crafted wooden stop sign, 3 sets of card box robots red, green and orange and the toy car.</li> <li>• Teacher gives learners few minutes to think and practice the drama before they perform in class</li> </ul>	<b>Week 6-7</b> <ul style="list-style-type: none"> <li>• Teacher beats a drum accompanying the song</li> <li>• Learners sing the song and march in a circle, stamp feet for short notes and stretch their arms for long notes. Learners role play different occupation regarding the medical field for example doctor, nurse, dentist</li> </ul>



<b>PERFORMING ARTS</b> <b>Grade 2: Term 3</b>		<b>Content : Creative games and skills</b>
<b>Week 4-5</b> <ul style="list-style-type: none"> <li>Teacher narrate a short story about obeying the rules where a child was hit by the car.</li> <li>Teacher takes learners out of the classroom to a school's traffic designed area and guides learners to practice crossing the road safely.</li> <li>Learners use the toy cars to dramatise safety ways of crossing the road. Learners who act as pedestrians must show correct way of crossing on a pedestrian crossing.</li> </ul>	<b>Week 8-9</b> <ul style="list-style-type: none"> <li>Learners make a song about food processing and storage.</li> <li>Learners sing and dramatize it.</li> <li>Learners use plastic fruits and vegetables to represent others in a dramatic play</li> <li>Learners make fruit salad in class to eat.</li> </ul>	
<b>Grade 2 : Second Year      Activities, techniques, notes, etc.</b>		
<b>Week 1-3</b> <ul style="list-style-type: none"> <li>Learners dramatise getting into a school bus. One learner acts as a driver, another one as a bus assistant and the rest as passengers.</li> <li>Teacher gives learners few minutes to think and practice the drama before they perform in class</li> </ul> <b>Week 4-5</b> <ul style="list-style-type: none"> <li>Teacher chooses characters: (a motorist on a high speed, a child crossing the road not obeying rules, a policeman, traffic officer) to dramatise a story.</li> <li>Learners must practice, rehearse it before the perform the drama.</li> </ul>	<b>Week 6-7</b> <ul style="list-style-type: none"> <li>Teacher divides learners in two groups, one group sing and beat a drum for long notes, and the other group shake tins for short notes.</li> <li>Learners role play different occupations of their parents for example teacher, taxi driver or shop owner.</li> </ul> <b>Week 8-9</b> <ul style="list-style-type: none"> <li>Teacher chooses few learners to dramatise the kitchen play about processing fruits and vegetables. The characters must show the following processes: chopping onions, peeling potatoes and pumpkin, grating carrots, shredding lettuce.</li> <li>Learners make soup or bake chips in the class to eat.</li> </ul>	

VISUAL ARTS GRADE 2 Term 3			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-3	<b>VISUAL ARTS</b>  <b>Transport</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Respond</b> to questions to show awareness of shape:</li> <li>• <b>Look</b> at the poster about different types of transport and <b>identify</b> shapes.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher puts a poster of different means of transport on the board and learners must describe the shapes of the transport.</li> <li>• Group discussion: learners differentiate between air- road- and rail transport.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Respond</b> to questions to show awareness of shape:</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners draw different types of transport focusing on shapes mentioned by the teacher and colour them e.g. a bus-rectangular shape.</li> <li>• Group discussion: learners discuss a specific means of transport for example different boats or different trains.</li> </ul>
	Create in 3-D	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b>


VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> play-dough/clay to improve fine motor ability; rolling pinching and joining.</li> <li>• <b>Develop</b> craft skills: create a train station using recycled cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises transport vehicles used in earlier times.</li> <li>• Learners make a model of a donkey cart or an ox wagon with play dough.</li> <li>• Learners do a group activity: build, paint and decorate a train station with trains.</li> </ul>  
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> </ul>

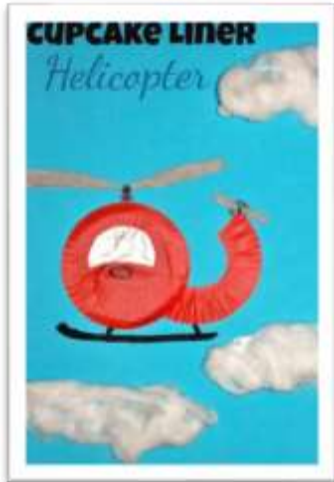



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"><li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li><li>• <b>Develop</b> craft skills: build a train and railway.</li></ul>	<ul style="list-style-type: none"><li>• Learners use big/small boxes, scraps, glue paper, scissors and matches</li></ul> <div></div> <div></div> <p>to construct a station and a train with small and big boxes, and make platforms with shoeboxes lids.</p>
Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li><li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li><li>• <b>Develop</b> craft skills: create a picture of a truck using different shapes..</li></ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"><li>• Teacher revises transport vehicles.</li><li>• Learners build a picture of a truck using different shapes.</li></ul> <div></div>	


VISUAL ARTS GRADE 2 Term 3			
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: create a picture of a motor vehicle using a footprint and paint.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> <li>• Learners create a picture of motor vehicles using a footprint and paint.</li> </ul> 
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> <li>• Teacher demonstrates how to make a helicopter using recycled materials.</li> <li>• Learners create a helicopter using egg cartons, paint and cardboard.</li> </ul> 



## VISUAL ARTS GRADE 2 Term 3


		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: create a helicopter with recycled materials.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a piggy bank aeroplane using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises air transport.</li> <li>• Teacher demonstrates how to make a piggy bank aeroplane using recycled materials.</li> <li>• Learners create a piggy bank aeroplane using an empty cold drink bottle and cardboard.</li> </ul> 

VISUAL ARTS GRADE 2 Term 3			
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a helicopter using a cupcake liner.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises air transport.</li> <li>• Learners create a picture of a helicopter using a cupcake liner.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises transport vehicles.</li> <li>• Learners create picture of a bicycle using a cupcake liner.</li> </ul> 



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a bicycle using a cupcake liner .</li> </ul>	
4-5	<b>VISUAL ARTS</b> <b>Road, Traffic, Safety</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Look and talk</b> about how to mix primary colours to make secondary colours.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher pairs the learners and give each pair two primary colours to mix in order to make a secondary colour.</li> <li>• Each pair is given different primary colours for the other pair so as to make different secondary colours</li> <li>• Learners give feedback on the different colours they created.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher displays a picture or photographs and learners identify primary colours that are mixed to make a secondary colour in photographs and pictures.</li> <li>• Learners use a picture or photograph with different traffic signs. Learners discuss the meaning of the different signs as well as the meaning of colour in the signs.</li> </ul>

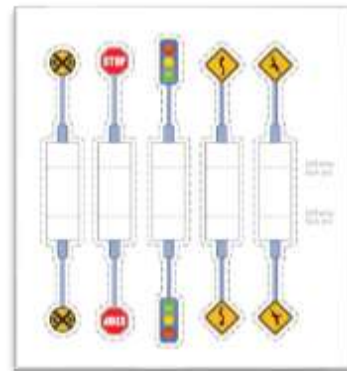

VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Identify</b> primary colours that are mixed to make secondary colour.</li> <li>• <b>Talk</b> about different shapes in pictures and photographs.</li> </ul>	
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> art elements; shape and colour in drawing.</li> <li>• <b>Develop</b> crafts skills: create traffic signs using popsicle/ice cream sticks.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Learners create traffic signs using popsicle/ice cream sticks.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: create traffic signs.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Teacher demonstrates how to make traffic signs using cardboard and paint.</li> </ul>

VISUAL ARTS GRADE 2 Term 3			
			<ul style="list-style-type: none"> <li>Learners receive a cardboard triangle, square, rectangle and octagon and choose any road sign to draw and paint neatly on the cardboard.</li> </ul> 
	Create in 2D	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li><b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li><b>Develop</b> craft skills: create a picture using traffic signs and vehicles.</li> </ul>	<b>Grade 1 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises traffic signs and safety.</li> <li>Learners receive a big paper, paints, paint brushes, glue, colour pencil, scissors.</li> <li>Teacher displays some pictures about safety rules for pedestrians and cyclists.</li> <li>Learners look at the pictures and copy, draw and paint a safety demonstration about cyclists and pedestrians on the road and make a poster that say "Be safe on the road".</li> <li>Teacher hands out pictures depicting safety rules and learners make a collage with</li> </ul> 

VISUAL ARTS GRADE 2 Term 3			
			the pictures.
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a railway crossing road sign.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Learners create a picture of a railway crossing road sign.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs.</li> <li>• Teacher demonstrates how to make fridge magnets with traffic signs.</li> </ul>



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create fridge magnets with traffic signs.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create fridge magnet traffic signs.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a traffic light suncatcher.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic and safety/</li> <li>• Teacher demonstrates how to make a traffic light suncatcher.</li> <li>• Learners create a traffic light suncatcher.</li> </ul> 


VISUAL ARTS GRADE 2 Term 3			
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create traffic signs.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs and safety.</li> <li>• Learners create a picture with different traffic signs.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traffic signs and safety.</li> <li>• Learners create traffic signs using different shapes and clothes pegs.</li> </ul> 



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: create a picture of road signs using different shapes and clothes pegs.</li> </ul>	
6-7	<b>VISUAL ARTS</b>  <b>People who help us</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Look and talk</b> about primary and secondary colours in pictures and photographs.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher displays a poster about people who help us and the learners name the primary as well as secondary colours.</li> <li>• Teacher shows pictures of photos of different occupations and learners discuss the picture according to the feelings or mood in the picture or photo.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Look and talk</b> about primary and secondary colours and shape in pictures and photographs</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher displays a poster about people who help us and the learners name the secondary colours and explain which primary colours were mixed to make secondary ones.</li> <li>• Teacher shows pictures or photos of a collage made with different occupations. Learners discuss line, shape, form and colour of the pictures or photos.</li> </ul>
	<b>Create in 2-D</b>	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> </ul>



## VISUAL ARTS GRADE 2 Term 3

	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Create</b> freely using recyclable materials</li> <li>• <b>Cut</b> out pictures of people who help us.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners cut out pictures of people who help other people, paste them on a large chart and make a poster.</li> <li>• Learners choose one occupation and make a collage about the occupation</li> <li>• Learners discuss their collage in class.</li> </ul>
	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 :</b> <b>Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> </ul>




VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw and paint</b> pictures using premixed tempera paint in primary and secondary colours.</li> <li>• <b>Colour</b> own interpretation to drawings using wax crayons, oil pastels or paint.</li> <li>• <b>Create</b> freely using recyclable materials;</li> <li>• <b>Create</b> a mobile about people who help other people.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners cut out pictures of people who help other people, paste the pictures on ice cream sticks and create a mobile.</li> </ul>
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create pictures on stones of people who help other people.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Learners create pictures on stones of people who help other people.</li> </ul> 
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>


VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: build a school building with recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Teacher</li> </ul>  <p>demonstrates how to make a school building using recycled materials.</p> <ul style="list-style-type: none"> <li>• Learners create a school building using recycled cardboard boxes.</li> </ul>
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Learners create masks of people who help other people.</li> </ul> 



VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create masks of people who help other people.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a picture of a police officer</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help us.</li> <li>• Learners create a picture of a police officer.</li> <li>• Learners colour different parts of the picture, cut and paste it.</li> </ul> 
	Create in 3D	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 1 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the family as part of the people who help us.</li> <li>• Teacher demonstrates how to make a wooden spoon family that can be used as puppets.</li> </ul> 







VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create a wooden spoon family.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a family using wooden spoons, fabric and paint</li> </ul>
		<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Create</b> freely using a range of materials; small boxes; recyclable materials:</li> <li>• <b>Develop</b> craft skills: create puppets with wooden spoons.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises people who help other people.</li> <li>• Teacher demonstrates how to make wooden spoon puppets of different people who help other people.</li> <li>• Learners create wooden spoon puppets of people who help other people.</li> </ul> 
8-9	<b>VISUAL ARTS</b> <b>Fruit and vegetables</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher puts a poster of geometric shapes with different colours and ask learners questions based on that:</li> <li>• What colour is the small triangle.</li> <li>• Point at a circle; square etc.</li> </ul>



VISUAL ARTS GRADE 2 Term 3			
	Visual literacy	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to questions on awareness of colour and shape</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures and photos of fridge magnets depicting fruit.</li> <li>• Learners discuss the colour, size and shape of the magnets.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to questions on awareness of colour and shape</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher display plastic fruits and vegetables on the table and lets learners tell which ones have same shape/same colour.</li> <li>• Teacher shows pictures and photos of fridge magnets depicting vegetables.</li> <li>• Learners discuss the colour, size and shape of the magnets.</li> </ul>
	Create in 3-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create fruit fridge magnets.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Teacher demonstrates how to make fridge magnets using bottle caps.</li> <li>• Learners make a fridge magnet of fruit using bottle caps.</li> </ul>
		<p><b>Grade 2 : Second Year</b></p>	<p><b>Grade 2 : Second Year</b></p> 

VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create fridge magnets using epoxy or resin.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Teacher demonstrates how to make fridge magnets using epoxy or resin.</li> <li>• Learners make fridge magnets of vegetables using epoxy or resin.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make gift wrap with vegetable print.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Learners create gift wrap using vegetable print and paint.</li> </ul> 

VISUAL ARTS GRADE 2 Term 3			
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of umbrellas with sliced fruit.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Learners create a picture of umbrellas with sliced fruit.</li> </ul> 
	Create in 3D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create fruit or vegetable using polymer clay.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Teacher demonstrates how to make fruit and vegetables using polymer clay.</li> <li>• Learners create fruit and vegetables using polymer clay.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 2 : Second Year</b></p>

VISUAL ARTS GRADE 2 Term 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a clay bowl with fruit and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Teacher demonstrates how to make a fruit bowl using polymer clay with fruit and vegetables.</li> <li>• Learners create a fruit bowl with fruit and vegetables using polymer clay.</li> </ul> 
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of fruit using a collage of coloured paper.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Learners create a picture of fruit using a collage of coloured paper.</li> </ul> 

## VISUAL ARTS GRADE 2 Term 3

### Grade 2 : First Year

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create a picture of a vegetable using fingerprint and paint.

### Grade 2 : Second Year

- Teacher revises fruit and vegetables.
- Learners create a picture of a vegetable using fingerprint and paint.



### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals


3.14. Grade 2 : Term 4

PERFORMING ARTS Grade 2: Term 4		Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Warm up</b>, the body using level(high, low and medium) such as Crawl like a worm, roller skating</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning. <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>		<ul style="list-style-type: none"> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> </ul>
Grade 2 : First Year		Activities, techniques, notes, etc.
<b>Week 1-2</b> <ul style="list-style-type: none"> <li>• Teacher gets two learners to hold a skipping rope on both sides on a low level, then hold it upon a medium and lastly on high level.</li> </ul>	<b>Week 6-7</b> <ul style="list-style-type: none"> <li>• Teacher ask learners to do the following: <ul style="list-style-type: none"> <li>○ Make a row and follow a leader to</li> <li>○ Jump around freely with one leg.</li> <li>○ Jump, and skip exchanging legs with a different action then</li> </ul> </li> </ul>	

PERFORMING ARTS	
Grade 2: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> <li>The rest of the learners make a row and jump over the skipping ropes on 3 levels, the one who touches it, will exchange with the one holding the skipping rope.</li> <li>Crawl like a worm under a skipping rope pretending to pick small beads fallen down.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>Teacher asks learners to do the following body shapes:             <ul style="list-style-type: none"> <li>Swing arms in a full circle from left to right and right to left.</li> <li>Make a full, swing circle movement with one arm</li> <li>Sit down with feet touching each other with their bottom part.</li> <li>Put hands above their heads with palms touching each other.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Stand on one leg such as being a heron on counts of 10 the exchange the leg and repeat the movements two times.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher asks learners to bring leaves to do the following cool down exercises:             <ul style="list-style-type: none"> <li>Breath in and hold for 3 seconds and breath out slowly,</li> <li>Repeat the breathing with 5 seconds.</li> <li>Breathe in deeply for 7 seconds and out while blowing the leaves.</li> </ul> </li> </ul>
Grade 2 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher marks a demarcated area, ask learners to do the following:             <ul style="list-style-type: none"> <li>Run within an area as fast as they can, jump as high to try and catch Frisbee.</li> <li>Jump 3 times, first low, secondly medium then thirdly high pretending to catch a Frisbee. The teacher blows a whistle in between let them freeze to regain balance and start jumping again.</li> </ul> </li> </ul> <p><b>Week 3-5</b></p>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>The teacher places two hoops on the ground and divides learners into two groups.</li> <li>Learners jump around freely on one leg.</li> <li>Each group makes a row, they jump with one leg in and out, and the teacher blows a whistle to regain balance and exchange legs.</li> <li>Learners repeat the action but with arms stretched out on both sides.</li> </ul> <p><b>Week 8-9</b></p>


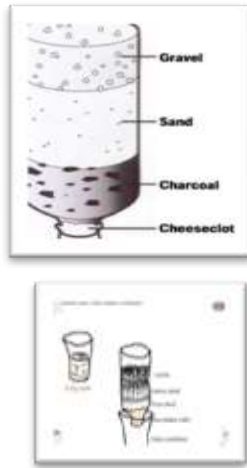
PERFORMING ARTS	
Grade 2: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> <li>Teacher asks learners to do the following body shapes:               <ul style="list-style-type: none"> <li>Stretch both arms bend them in front of your body and put one on top of the other to make a square.</li> <li>Bend your body, stretch legs and let your fingers touch the ground to make a square.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher asks learners to bring the balloons to do the following cool down exercises:               <ul style="list-style-type: none"> <li>Breath in and hold for 3 seconds and breath out slowly,</li> <li>Repeat the breathing with 5 seconds.</li> <li>Breathe in deeply for 7 seconds and out while inflating air into the balloon and deflating it.</li> <li>Learners blow bubbles and try to catch the bubbles.</li> </ul> </li> </ul>
Grade 2 :	Content: Improvise and interpret
<ul style="list-style-type: none"> <li><b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li><b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li><b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li><b>Mime</b> actions that resemble the need for food, clothes, shelter.</li> <li><b>Express</b> moods and ideas through movement and songs.</li> <li><b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li><b>Sing</b> and/or <b>play</b> an instrument in a group with appropriate rhythm, pitch and dynamics in any genre of music.</li> <li><b>Focus</b> on music from a variety of South African forms: <b>improvise</b> and <b>create</b> music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns..</li> <li><b>Listen</b> to a story and <b>interpret</b> moments in the story through facial expressions, movement and appropriate sound effects</li> </ul>	<ul style="list-style-type: none"> <li><b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li><b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li><b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li><b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li><b>Do</b> mime actions about different ways of communication including sign language.</li> <li><b>Build</b> own movement vocabulary using:               <ul style="list-style-type: none"> <li>locomotor movements such as walk, run leap and gallop;</li> <li>Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li><b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> </ul>





PERFORMING ARTS	
Grade 2: Term 4	Content : Creative games and skills
<ul style="list-style-type: none"> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Do</b> spatial awareness through movement with or without sound effects.</li> </ul>
Grade 2 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>• The teacher narrates a story about water, explains to the learners about the necessity of saving water and having clean water.</li> <li>• Teacher gives learners a few minutes to think about the ways of misusing water and how to save water.</li> <li>• Learners practice to mime actions on water misuse and saving water before they present it in front of the class.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>• The teacher tells a story about the National Anthem; Enoch Sontonga; , CJ Langenhoven; where and when do we sing the National Anthem.</li> <li>• Learners learn the lyrics of the National Anthem and sing it.</li> <li>• Teacher plays a recorded tape with the music of the National Anthem. Learners pay respect and sing with the recording.</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>• Teacher explains to learners about communication in the past and present, and also about auditory (cell phone, radios) and visual ways of communicating (sign language, TVs, computers) and shows a poster about sign language.</li> <li>• Learners mime actions about different ways of communication including sign language. When a learner mimes a sign language, the others must answer verbally.</li> </ul>  <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>• Learners listen to 4 spatial concepts instructions and carry them out.             <ul style="list-style-type: none"> <li>○ Stand in front of the chair; walk behind the chair; crawl under chair; sit on the chair.</li> <li>○ Repeat the instructions but with the different objects.</li> </ul> </li> </ul>



PERFORMING ARTS Grade 2: Term 4		Content : Creative games and skills
		<ul style="list-style-type: none"> <li>○ Learners sing a song about night life for example twinkle twinkle little star and do actions with the song.</li> </ul>
Grade 2 : Second Year	Activities, techniques, notes, etc.	
<b>Week 1-2</b> <ul style="list-style-type: none"> <li>• Teacher gives learners few minutes to think about the ways of purifying water and practice mime actions based on the topic</li> <li>• Learners mime actions about boiling water, adding chemicals, filtering a swimming pool or making a water filter.</li> </ul> <b>Week 3-5</b> <ul style="list-style-type: none"> <li>• Teacher divides the learners into three groups and while listening to the recorded National Anthem, each group must interpret different moments and events where the song is sung e.g. at sport events (2010 world cup in South Africa) political meetings/funerals, festivals.</li> </ul>	<b>Week 6-7</b> <ul style="list-style-type: none"> <li>• Teacher chooses 3 learners to mime an action about cyber bullying where 2 learners are teasing another one by means of cell phones and bully the child. Teacher gives them a few minutes to practice before miming in front of the class.</li> <li>• Learners play the game of telephone where they sit in a row and whisper a message to the learner next to them. It is fun to hear what the message is at the end of the row.</li> </ul> <b>Week 8-9</b> <ul style="list-style-type: none"> <li>• Teacher asks learners to move freely in different directions, and change directions to avoid bumping at each other.</li> <li>• Teacher pastes pictures of spatial concepts on the board and each learner must look at them and whenever the teacher blows the whistle the learners must move or carry out different spatial instructions.</li> <li>• Learners learn a poem about night life and dramatise the poem.</li> </ul>	



VISUAL ARTS GRADE 2 Term 4			
Week	Topic	Content: The learner must be able to:	Activities, techniques, notes, etc
1-2	<b>VISUAL ARTS</b>  <b>Water</b>  Visual literacy	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> specific colour and shape</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher asks learners to look around the classroom and name the shapes and colours he/she mentions.</li> <li>• Learners name pictures with same colours and different things with same shapes e.g. a ruler and a chalkboard duster etc.</li> <li>• Teacher puts word related to water for example ice, rain, hail in ice blocks. Learners must defrost the ice block and read the words.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Name</b> specific colour and shape</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher gives out worksheet about different shapes and learners must colour them according to the colours mentioned by the teacher.</li> <li>• Group discussion on different ways to filter water.</li> <li>• Teacher shows an example of a water filter. Learners discuss the textures of the sand and stones used in the filters.</li> </ul>
	Create in 3-D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion on the ocean and animals and plants that lives in the ocean.</li> </ul>


VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> an ocean in an egg carton.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make an ocean in an egg carton.</li> <li>• Learners create their own ocean in an egg carton.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: make a water filter.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher must ask the learners to bring the materials beforehand ( Learners use cut off plastic bottles, small pebbles, gravel, charcoal, sand) <ul style="list-style-type: none"> <li>○ Teacher guide and help learners how to make a filter as follows: <ul style="list-style-type: none"> <li>○ Cut off the bottom part of the plastic bottle</li> <li>○ Turn the bottle upside down so that its neck faces downward</li> <li>○ Put gravel or small stones in the bottle</li> </ul> </li> </ul> </li> </ul> 

VISUAL ARTS GRADE 2 Term 4			
			<ul style="list-style-type: none"> <li>○ Top it up with coarse sand</li> <li>○ Put right sand right on top of it.</li> <li>○ Pour the muddy water in and let it filter again.</li> </ul>
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of sailboats on the water using oil pastels.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water transport.</li> <li>• Learners create a picture of sailboats on water using primary and secondary colours.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a sea horse in the ocean.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water animals and water resources.</li> <li>• Learners create a picture of a water animal using oil pastels, crayons or water colour paint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water resources.</li> </ul>


## VISUAL ARTS GRADE 2 Term 4



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a water well using recycled cardboard boxes.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to create a water well using recycled materials.</li> <li>• Learners create and decorate a water well using recycled milk cartons.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a water wheel using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to make a water wheel using recycled materials.</li> <li>• Learners create and decorate a water wheel using recycled cardboard boxes.</li> </ul>	



VISUAL ARTS GRADE 2 Term 4			
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: paint and print with ice.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises water.</li> <li>• Teacher demonstrates how to paint with ice and make a print using ice and water colour paint.</li> <li>• Learners create a picture using ice painting.</li> </ul> 
		<b>Grade 2 : Swcond Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of the water cycle.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the water cycle.</li> <li>• Learners create a picture of the water cycle.</li> </ul> 
3-5	<b>VISUAL ARTS</b> <b>Our Country</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Learners name specific shapes and colour;( light and dark colours, geometric shapes)</li> <li>• Teacher displays a South African Flag and learners must mention the light and dark colours as well as the geometric shapes that appear on the flag.</li> </ul>



VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Look and talk</b> about illustrations.</li> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) within the S.A Flag.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses the symbols in the flag and the meaning of the colours used in the flag.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> contrast through answering questions.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners name specific shapes and colour;( light and dark colours, geometric shapes) within the South African Flag and the Coat of Arms.</li> <li>• Learners discuss the symbols used in the Coat of Arms and the meaning of each symbol.</li> </ul>
	Create in 2-D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> art elements; shape and colour in drawing.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the nine provinces of the country</li> <li>• The learners make colourful hand prints of nine different colours on an A3 paper and on each pair of hand prints, they write the name of province and the capital city of the province.</li> </ul> 







VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: use printmaking to create an informal pattern.</li> </ul>	
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Draw</b> and give own interpretation of drawings.</li> <li>• <b>Use</b> art elements; shape, texture and colour in drawing and painting.</li> <li>• <b>Develop</b> craft skills: <b>Draw and paint</b> using the weeks topic.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher hands out work sheets about national symbols.</li> <li>• Learners draw and paint boarder pattern on an A4 paper, and trace one of the national symbols inside the frame and paint it.(The teacher allows learners to choose different symbols to trace).</li> </ul> 
	<p><b>VISUAL ARTS</b></p> <p>Create in 3D</p>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises indigenous musical instruments.</li> <li>• Teacher demonstrates how to make an indigenous musical instrument.</li> </ul>




VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: <b>create</b> an indigenous musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create an indigenous musical instrument for example an African spirit drum.</li> </ul> 
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> an traditional Shield using recycled materials.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises traditional weapons.</li> <li>• Teacher demonstrates how to make a traditional weapon using recycled materials.</li> <li>• Learners create a traditional weapon for example a traditional shield.</li> </ul> 
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 2 : First Year</b></p>

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of a traditional African print.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises traditional African prints.</li> <li>• Learners create a picture with a traditional African print.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a pattern used on a traditional African necklace.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises traditional African patterns.</li> <li>• Learners create a pattern used on a traditional African necklace.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises the colours of the South African flag.</li> <li>• Teacher revises working with epoxy or resin.</li> </ul>



VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a pin button of the South African flag using epoxy or resin.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a pin button of the South African Flag using epoxy or resin.</li> <li>• Learners create a pin button of the South African flag using resin or epoxy.</li> </ul> 
		<p><b>Grade 2 : Swcond Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: decorate a pen or a pencil with the colours of the South African flag using beads.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the colours of the South African Flag.</li> <li>• Teacher demonstrates how to use beading to decorate a pen and a pencil.</li> <li>• Learners decorate a pen or a pencil with the colours of the South African Flag using beads.</li> </ul> 
6-7	<b>VISUAL ARTS Communication in our world</b>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher hands out a worksheet with different ways of communications and learners must tell specific shapes and draw a specific shape next to a picture e.g. a TV is rectangular etc.</li> <li>• Group discussion on old and new ways of</li> </ul>

VISUAL ARTS GRADE 2 Term 4			
	Visual literacy	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) and contrasts through answering questions</li> </ul>	<p>communication for example fax machines, telephones, tablets, cell phones.</p>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) and contrasts through answering questions</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher gives out a worksheet with different shapes and colours and learners must cut them out, sort them according to specific shapes and also according to specific colours, and paste the shapes on a chart.</li> <li>• Teacher shows examples of post stamps and discusses the symbolic meaning of some of the stamps as well as new ways to communicate for example email or fax.</li> </ul>
	Create in 3-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a cell phone with polymer clay.</li> </ul>





VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: <b>Use</b> clay modelling informally.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners model clay informally and make a cell phone as a means of auditory communication.</li> </ul> <div>   </div>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</li> <li>• <b>Develop</b> craft skills: <b>Use</b> greater detail in play dough/clay modelling; rolling, pulling, pinching</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <div>   </div> <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a computer using polymer clay.</li> <li>• Learners create a computer/TV as a means of visual communications.</li> </ul>
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises sign language skills.</li> </ul>

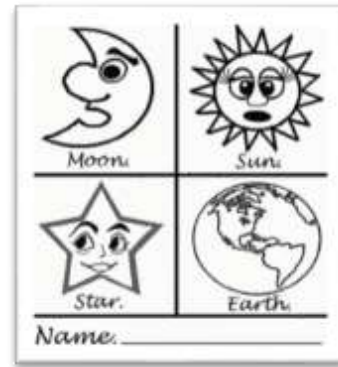

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture using the sign language for "I love you".</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture using the sign language for "I love you".</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> different sign language words using card board and straws.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises sign language skills.</li> <li>• Learners create different sign language words using card board, a handprint and straws.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a telephone using recycled boxes.</li> </ul> 









VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Develop</b> craft skills: <b>create</b> a telephone using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a telephone using cardboard boxes</li> </ul>
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a “telephone” using recycled tins.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises communication instruments.</li> <li>• Teacher demonstrates how to make a “telephone” using recycled tins and rope.</li> <li>• Learners create and decorate a “telephone” using recycled tins and rope.</li> </ul> 
	Create in 2D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> sticky note clipboards.</li> </ul>	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises methods of communication.</li> <li>• Teacher demonstrates how to make sticky note clipboards.</li> <li>• Learners create sticky note clipboards using coasters, scrapbook paper and binder clips.!</li> </ul> 
		<p><b>Grade 2 : Swcond Year</b></p>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises communication methods.</li> </ul>





VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> cards demonstrating the sign language of the picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create cards demonstrating the sign language of the picture.</li> </ul> 
8-9	<b>VISUAL ARTS</b> <b>Night life</b>  <b>Visual literacy</b>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Name</b> specific shapes and colour;( light and dark colours, geometric shapes) and contrasts through answering questions;</li> <li>• <b>Identify</b> night animals in pictures.</li> </ul>	  <p>name shapes, colours and explain contrast in each picture.</p> <ul style="list-style-type: none"> <li>• Learners discuss the contrast between light and dark.</li> <li>• Learners discuss creatures living in the dark</li> </ul> 

VISUAL ARTS GRADE 2 Term 4			
		<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Name</b> specific shapes and colour ;( light and dark colours, geometric shapes) and contrasts through answering questions.</li> </ul>	<p><b>Grade 2 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher gives out worksheets about sun, moon, stars and the earth they must colour to show contrast light and dark colours.</li> </ul> 
	Create in 2-D	<p><b>Grade 2 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> fine –motor and sensory coordination.</li> <li>• <b>Use</b> art elements of shape and colour in drawing and painting.</li> <li>• <b>Develop</b> craft skills: <b>Draw and paint</b> pictures using the week's topic.</li> <li>• <b>Develop</b> craft skills: create a picture of night life.</li> </ul>	<p><b>Grade 2 : First Year</b></p>  <ul style="list-style-type: none"> <li>• Teacher revises people who work at night as well as night animals.</li> <li>• Learners draw pictures of people who work at night as well as night animals for example an owl or a hamster.</li> </ul>

VISUAL ARTS GRADE 2 Term 4			
			<ul style="list-style-type: none"> <li>Learners create a picture of night life by using black paper and paste moon and stars with gold paper of foil on the picture.</li> </ul>
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Use</b> colour to create a pattern.</li> <li><b>Develop</b> craft skills: create a picture of night life.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises night life.</li> <li>Learners create a picture of night life with moon, stars and night animals for example a night owl.</li> </ul> <div>   </div>
	Create in 2D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> craft skills: <b>create</b> a picture of a night animal for example a bat..</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises night animals.</li> <li>Learners create a picture of a night animal using cupcake liners for example a bat.</li> </ul> <div>  </div>
		<b>Grade 2 : Second Year</b>	<b>Grade 2 : Second Year</b>

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a picture of the moon using puffing paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises night life.</li> <li>• Teacher demonstrates how to make puffy paint.</li> <li>• Learners create a picture of the moon using puffy paint.</li> </ul> 
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> moon rocks..</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises night life.</li> <li>• Teacher demonstrates how to make moon rocks.</li> <li>• Learners create moon rocks using bicarbonate of soda and glitter.</li> </ul> 
		<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises night animals.</li> <li>• Teacher demonstrates how to make an owl using a pine cone.</li> </ul> 

VISUAL ARTS GRADE 2 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a night animal using natural materials for example a pine cone.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a night animal using natural materials for example an owl.</li> </ul>
	Create in 3D	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> a moon and stars mobile.</li> </ul>	<b>Grade 2 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises night animals.</li> <li>• Teacher demonstrates how to make a moon and stars mobile.</li> <li>• Learners create a moon and stars mobile.</li> </ul> 
		<b>Grade 2 : Swcond Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>create</b> an owl using polymer clay.</li> </ul>	<b>Grade 2 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises night animals.</li> <li>• Teacher demonstrates how to make an owl using polymer clay.</li> <li>• Learners create an owl using polymer clay.</li> </ul> 

## FORMAL ASSESSMENT TASK: GRADE 2

### GRADE 2: TERM 1-4

- During each of the four terms, the teacher chooses
  - Two Performing Arts activities (first year) and
  - Two Performing Arts activities (second year)and report on 2 different assessment goals in each.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

### PERFORMING ARTS

#### Creative games and skills

**Choose one activity for each term and reflect on two (2) assessment goals for the activity.**

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs.

- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Explore** music, movement and voice focusing on pitch.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo.
- **Sing** together with the music and dance to the music

### Improvise and interpret

**Choose one activity for each term and reflect on two (2) assessment goals for the activity.**

- **Use** the voice and body imaginatively in drama exercises and games.
- **Learn** and **perform** simple dance steps from dances in the immediate environment
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms
- **Improvise** stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Convey** feelings and ideas through facial expression and gesture
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** moods and ideas through movement and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.

- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo:
- **Sing** together with the music and dance to the music.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Express** and **describe** feelings in response to a drama, story or event

## **VISUAL ARTS**

### **Create in 2D**

#### **Assess two assessment goals in each during each term**

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Create** a 2D art work using paint, footprints, handprints.



- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: paint, puffy paint, wax crayons, oil pastels, recycled materials, cotton buds.

### **Create in 3D**

#### **Assess two assessment goals in each during each term**

- **Respond** to and **discuss** images, designs and craft objects used in popular culture in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Build** a 3D art work using juice cartons, pipe cleaners, beads, bottle lids, clay or card board boxes
- **Create** a 3D art work using natural materials or recycled materials.

### 3.15. Grade 3 : Term 1

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

Please note that the articles and activities discussed in this curriculum are only suggestions. The teacher may use his/her own initiative to change an artwork or activity provided that the skills level must be the same.

PERFORMING ARTS	
Grade 3 : Term 1	
<b>Content : Creative games and skills</b> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Cool</b> down exercises; candle melting, balloon deflating</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Warm</b> up the voice with creative games.</li> <li>• <b>Warm</b> up the voice; breathing exercises</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Keeping</b> a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.</li> </ul>

PERFORMING ARTS	
Grade 3 : Term 1	
<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Body awareness</b> exploring space and direction such as below, behind, above.</li> </ul>
Grade 3 : First Year	Activities, techniques, notes, etc.
<b>Week 1-2</b> <ul style="list-style-type: none"> <li>• Teacher takes learners out of the classroom to the play area. The learners run freely around the play area until the teacher blows a whistle.</li> <li>• Learners stand in a circle and do the following moves:             <ul style="list-style-type: none"> <li>○ Swing both arms five times forwards and five times backwards</li> <li>○ Stand on one leg and swing the other leg to the left and to the right.</li> <li>○ Switch legs and do same movements.</li> <li>○ Do sidekicks inside and outside the circle.</li> <li>○ Rotate the head to the left and to the right</li> </ul> </li> </ul>	<b>Week 3 – 4 (continue)</b> <p><b>Uneven Rhythm:</b></p> <p><b>Skip</b> - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).</p> <p><b>Gallop</b> - A forward movement where one foot leads the gallop while the other foot follows. The lead footsteps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p> <p><b>Slide</b> - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p>

## PERFORMING ARTS

### Grade 3 : Term 1

- The teacher blows a whistle for every movement that begins and ends.
- Learners jog back to the class.
- Teacher gives each learner a balloon and gives the learners the following instructions:
  - When the music starts playing, walk freely.
  - When the music plays louder inflate the balloon
  - When the music plays softer deflate the balloons.
  - The movement must be repeated two times.

#### Week 3-4

- The teacher will demarcate area beforehand and ask the learners to do the following movements :
  - Jump, walk, run forwards and backwards.
  - The learners do the actions freely.
  - The teacher will blow and stop the whistle for every action.

**Locomotor Movements** - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.

**Non Locomotor** - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non-locomotor movements can be combined with locomotor movements such as a walk and arm swing.

**Swing** - a pendular motion of a body part that can move forward and backward or side to side.

**Twist** - a partial rotation of body parts around an axis

**Turn** - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns

**Shake** - a short quick vibrating movement in a body part or the whole body.

**Bend** - a flex of a body part at a joint

**Stretch** - extending a body part or the whole body

**Wiggle** - a small or big, fast or slow curvy movement of a body part or the whole body.

**Rock or sway** - shift of the body weight forward, backward, side to side or in a circular pathway.

#### Week 5-6

PERFORMING ARTS	
Grade 3 : Term 1	
<p><b>Even Rhythm:</b></p> <p><b>Walk</b> - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.</p> <p><b>Run</b> - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.</p> <p><b>Jump</b> - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land on one foot.</p> <p><b>Hop</b> - The hop requires a push-off from one foot and landing on the same foot.</p> <p><b>Leap</b> - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the air between the push off and the landing. Can be combined with a run or walk.</p>	<ul style="list-style-type: none"> <li>Teacher gives each learner a piece of toilet paper, ask them to sit in a circle, each learner blows a piece of toilet paper as far as he/she can in the air and keep it there for 3 counts.</li> <li>Learners hold their breath until the teacher blows a whistle.</li> <li>Learners repeat the action for the second time and this time the teacher puts toy candles on each table and learners blow candles holding breath for 6 counts.</li> </ul> <p><b>Week 7-9</b></p> <ul style="list-style-type: none"> <li>Teacher revises tempo in music.</li> <li>Learners keep a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.</li> </ul>
Grade 3 : Second Year                      Activities, techniques, notes, etc.	
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher places bean bags/ ropes /lines in one row.</li> <li>Learners run freely around the play area until the teacher blows a whistle.</li> <li>Learners stand in one row and do the following:</li> </ul>	<p><b>Week 5-6</b></p> <ul style="list-style-type: none"> <li>Teacher guides and asks learners to do the following exercises: <ul style="list-style-type: none"> <li>Sit still, breathe in, hold for 1 count and breathe out; breathe in hold for 3 counts, breathe out.</li> <li>Learners hold their hands on their ribs, breathe in deeply and out on 6 counts.</li> </ul> </li> </ul>

## PERFORMING ARTS

### Grade 3 : Term 1

<ul style="list-style-type: none"><li>○ Walk five steps forward and five steps backwards with arms stretched out sideways along the rope.</li><li>○ Walk zig-zag between the ropes/beanbags</li><li>○ Jump zig-zag between them</li><li>• Teacher blows a whistle for every movement that begins and ends.</li><li>• Learners jog back to the class.</li><li>• Teacher gives learners instructions before they do the movement:<ul style="list-style-type: none"><li>○ When the music starts playing, walk freely.</li><li>○ When the music plays louder shrink slowly</li><li>○ When the music plays louder grow slowly.</li><li>○ The movement is repeated two times.</li></ul></li></ul> <p><b>Week 3-4</b></p> <ul style="list-style-type: none"><li>• Teacher will let learners stand in a circle and do the following movements:<ul style="list-style-type: none"><li>○ Stand on one leg and swing the other one left and right and switch legs.</li><li>○ Swing shoulder and make wrists circles.</li><li>○ Sway arms left and right.</li><li>○ The teacher will blow and stop the whistle for every action.</li></ul></li></ul>	<ul style="list-style-type: none"><li>○ Learners breathe in deeply and out without pulling up shoulders</li></ul> <p><b>Week 7-9</b></p> <ul style="list-style-type: none"><li>• Teacher revises body awareness.</li><li>• Learners explore space and directions such as below, behind, above using bodies or obstacles</li></ul>
<p><b>Content: Improvise and interpret</b></p> <ul style="list-style-type: none"><li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li></ul>	<ul style="list-style-type: none"><li>• <b>Develop</b> short sentences of a dialogue discussing children's rights and responsibilities.</li></ul>

PERFORMING ARTS	
Grade 3 : Term 1	
<ul style="list-style-type: none"> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Singing</b> indigenous songs using appropriate movements and dramatization</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Dramatise</b>, make up short stories based on a box of interesting objects.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Explore</b> shape and weight using action words and movements such as crooked, narrow, wide, feathery, pulling a heavy box, etc.</li> <li>• <b>Mime</b> different emotions.</li> <li>• <b>Dramatise</b> a situation to show a specific emotion.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Singing</b> indigenous songs using appropriate movements and dramatization</li> </ul>
Grade 3 : First Year	Activities, techniques, notes, etc.
<b>Week 1-2</b> <ul style="list-style-type: none"> <li>• The teacher reads and narrates a story about Nelson Mandela from child hood to adulthood, explains to the learners about order of events.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher must make sure that an emotion is not repeated and every time a specific emotion has been mimed, the rest of the class guess and name the emotion.</li> <li>• Teacher displays it on the board and make a cross to indicate that it must not be repeated.</li> </ul>

## PERFORMING ARTS

### Grade 3 : Term 1

- The learners are also asked to talk about themselves, when they at crèche up to Grade 3.

#### Week 3-4

- Teacher groups learners into 3/4 members and ask each group to pick out any object to use as a prop in their role play.
- Each group is given few minutes to prepare and practice their role play before they perform.

#### Week 5-6

- Teacher revises action words and movements.
- Learners mime the action words and movements for example crooked, narrow, wide, feathery, pulling a heavy box, etc.
- Teacher asks the learners to make a circle.
- Teacher asks volunteers to get inside the circle and let them think about different situations causing different emotions.
- Learners practice these emotions.
- Learners mime an emotion of his/her choice.

#### Week 7-9

- Teacher revises nursery rhymes.
- The learners perform various nursery rhymes.
- Teacher teaches learners a rhyme about growing up, e.g. "I was a little child, not knowing how to speak....."



### Grade 3 : Second Year      Activities, techniques, notes, etc.

#### Week 1-2

- Teacher asks learners to dramatise one of the emotions.



## PERFORMING ARTS

### Grade 3 : Term 1

- Teacher revises timeline by giving learners the opportunity to talk about themselves, when they at crèche up to Grade 3.
- Learners elaborate further about family activities e.g. family feasts/parties, weddings, own birthday party, school activities like cultural days.
- Learners sing indigenous song related to a specific activity for example cultural days.

#### Week 3-4

- The teacher puts a box of plastic models of rights and responsibilities, divides the class into two groups, give them few minutes to prepare a dialogue before they perform.
- The sentences must be based on children s rights and responsibilities.

#### Week 5-6

- Teacher revises action words and movements.
- Learners mime the action words and movements for example crooked, narrow, wide, feathery, pulling a heavy box, etc.
- Learners create their own action words and movements to mime.

- Teacher divides class into small groups of learners, give each group a few minutes to practice an emotion and what caused it before they perform it in class.

#### Week 7-9

- Teacher puts a box of empty containers of toiletry items as a tool to make them aware of puberty stage e.g. deodorants, shampoo, shaving foam, razor, and washcloth, new clean underwear for both boys and girls.
- The learners are asked to choose an item and create short rhyme by completing the following sentences:
  - With tune of Twinkle -Twinkle little Star
  - This is a.....  
I use it for.....  
It is used by .....(male/female)  
It helps with.....
- The teacher guides and make groups of girls and boys to prepare and practice the rhymes before they perform it in class.

## PERFORMING ARTS

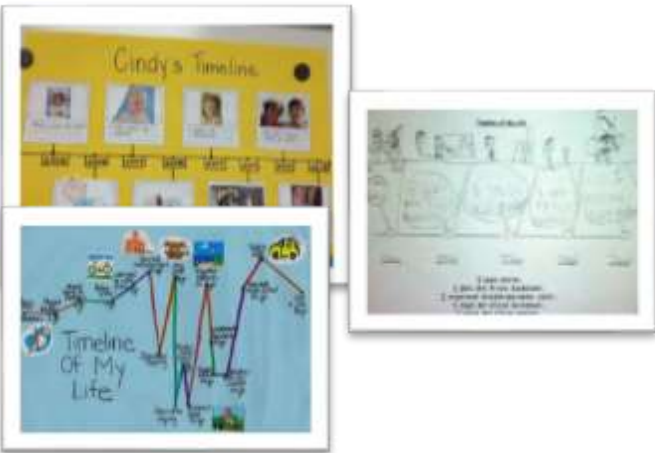
### Grade 3 : Term 1

- Teacher plays sounds of different emotions on the tape (e.g. crying, laughing, angry, shouting, and screaming).



VISUAL ARTS GRADE 3 Term 1			
We ek	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
1-2	<b>VISUAL ARTS</b>  <b>Me and my Timeline</b>  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> important buildings and places in the community.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: learners talk about their own timeline.</li> <li>• Teacher shows examples of timelines.</li> <li>• Learners discuss the timelines and focus on colour, materials used and shape.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion: learners talk about their timeline at school.</li> <li>• Teacher shows examples of timelines at school.</li> <li>• Learners discuss the timelines and focus on colour, materials used and shape.</li> </ul>


VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> important buildings and places in the community.</li> </ul>	
	Create in 2D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Draw</b> a picture of self-using different media, thick wax crayons or a chalk.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• The teacher asks learners to draw pictures/ sketches of self-showing timeline developmental stages.</li> <li>• (The stages can include from a baby, crawling baby, school going age, up to Grade 3).</li> </ul> <p><b>Examples of a timeline activity for the learners:</b></p>


# VISUAL ARTS GRADE 3 Term 1

			
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Draw and paint</b> pictures of self - interacting with others, using different media, thick wax crayons.</li> <li>• <b>Create</b> timeline boards.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Learners draw and paint sketches or pictures of own at school showing school routine.eg at the assembly, in class, eating time, break time, sports time etc.</li> <li>• Learners create routine or timeline boards that can be used every day but can vary everyday according to the schedule of the day.</li> </ul>




# VISUAL ARTS GRADE 3 Term 1



			
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Construct</b> using recyclable materials, emphasis on geometric shapes.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• The learners find or draw pictures of themselves and cut them out, pin them on a string in a sequence.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• The learners draw pictures of own timeline activities on an A3 paper, paint and cut them out and construct a photo frame in geometric shape and frame the pictures.</li> </ul>



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Construct</b> a photo frame using recyclable materials, emphasis on geometric shapes.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use popsicle/ice cream sticks to create the frame of the picture.</li> </ul> <p><b>Suggested examples:</b></p> 
3-4	<b>VISUAL ARTS</b>  <b>Me and my Rights and my Responsibilities</b>  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> important buildings and places in the community.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise the South African flag and discuss the symbolic meaning of the colours of the flag.</li> <li>• Group discussion: revise the Coat of Arms and discuss the symbolic meaning of the Coat of Arms.</li> <li>• Teacher shows examples of craft items related to the South African flag and learners discuss the images, designs and craft objects in terms of content and materials used.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion: learners talk about children's rights.</li> </ul>



VISUAL ARTS GRADE 3 Term 1			
		<p>content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> <li>• <b>Name</b> the shapes, circle, square, triangle, and rectangle.</li> <li>• <b>Recognise</b> shapes in the environment.</li> <li>• <b>Identify and name</b> important buildings and places in the community.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows examples of children's rights and learners discuss images, designs and craft objects related to children's rights.</li> </ul>
	Create in 2D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Draw and paint</b> a picture using the colours of the South African Flag and discuss the colours and shapes.</li> </ul>	<p><b>Grade 3 : First Year</b></p>  <ul style="list-style-type: none"> <li>• Learners trace the outline of South African map on an A4 chart.</li> <li>• Learners trace or colour the coat of arms.</li> </ul>



VISUAL ARTS GRADE 3 Term 1			
			<ul style="list-style-type: none"> <li>• They also identify and discuss the colours and shapes found on the coat of arms.</li> <li>• Learners paint the South African flag using the craft of splattered paint.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Draw and paint</b> pictures resembling children rights and responsibilities house, food, clinic/hospital, school colour with primary and secondary colours.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion on human rights and children's rights and responsibilities.</li> <li>• Learners draw pictures about human and children's rights and responsibilities and</li> </ul>   <p>paint them.</p> <p><b>Suggested activities</b></p>

VISUAL ARTS GRADE 3 Term 1			
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Construct</b> using recyclable materials and paper mâché, emphasis on geometric shapes.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make small balls with paper mâché</li> <li>• The teacher guide and help learners to make small balls with paper mâché and make a brooch.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Construct</b> using recyclable materials, emphasis on geometric shapes.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses images made from the colours of the South African flag.</li> <li>• Teacher demonstrates how to make a heart pendant with beads using the colours of the South African flag.</li> <li>• Learners make their own heart using the colours of the South African Flag.</li> </ul> 
	<b>VISUAL ARTS</b>	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>

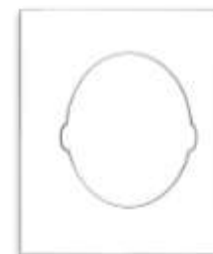
VISUAL ARTS GRADE 3 Term 1			
	Create in 2D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a group activity using fingerprints.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses human rights and children's rights and responsibilities.</li> <li>• Group project – fingerprints of all learners in the class to show that all children are different but equal.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a group activity using handprints.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses human rights and children's rights and responsibilities.</li> <li>• Group project – handprints of all learners in the class to show that all children are different but equal depicting children's day.</li> </ul> 
	Create in 3D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a family bowling game.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: National childrens day.</li> <li>• Teacher demonstrates how to make a family bowling game.</li> <li>• Learners use empty paper towel rolls and pictures of their family to make a family bowling game.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a suncatcher using falling leaves.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion: National children's day and activities that families can do together.</li> <li>• Teacher demonstrates how to make a suncatcher with falling leaves.</li> <li>• Learners create a suncatcher with falling leaves.</li> </ul> 
5-6	VISUAL ARTS	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different emotions.</li> </ul>



VISUAL ARTS GRADE 3 Term 1			
	<b>My feelings and Emotions</b>  Visual literacy	content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. <ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures and photos depicting different emotions.</li> <li>• Learners discuss the pictures and photos in terms of content, line, shape and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different emotions.</li> <li>• Teacher shows images, pictures and craft objects depicting different emotions.</li> <li>• Learners discuss the pictures, images and craft objects in terms of colour, texture, space and materials used.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Paint</b> own portrait adding features eyes, ears nose etc.</li> </ul>	<b>Grade 3 : First Year</b>

# VISUAL ARTS GRADE 3 Term 1


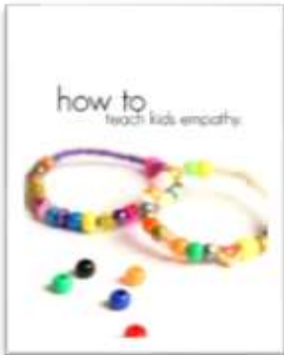
			<ul style="list-style-type: none"> <li>The teacher gives each learner an outline of a face and asks them to add the missing parts by drawing and painting them to make a complete face.</li> <li>Learners paint a self-portrait using watercolour and straws.</li> </ul>
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Draw</b> pictures of self-using different media. Showing different emotions.</li> <li><b>Create</b> personal thermometer.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>Each learner is asked to draw how he/she feels on the day.</li> <li>Teacher discusses and demonstrates how to make a personal thermometer.</li> <li>Learners create their own personal thermometer.</li> </ul>





VISUAL ARTS GRADE 3 Term 1			
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> fridge magnet depicting emotions.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a fridge magnet using epoxy or resin.</li> <li>• Learners create different emotion fridge magnets using epoxy or resin.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a paper "fortune teller".</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make a paper "fortune teller".</li> <li>• Learners make a paper "fortune teller" showing different emotions.</li> </ul> 
	<b>VISUAL ARTS</b>  Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> </ul>

VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> different emotions using fruit loops.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create different emotions using fruit loops.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a friendship or caring card.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Learners create a friendship or caring card .</li> </ul> 
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make emotion discovery bottles.</li> <li>• Learners make an emotion discovery bottle.</li> </ul>



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an emotion discovery bottle.</li> </ul>	
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> an empathy bracelet.</li> </ul>	<p><b>Grade 3 : Second Year</b></p>  <ul style="list-style-type: none"> <li>• Teacher revises emotions.</li> <li>• Teacher demonstrates how to make an empathy bracelet.</li> <li>• Learners create an empathy bracelet</li> </ul>

VISUAL ARTS GRADE 3 Term 1			
7-9	VISUAL ARTS  Changes in me  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses the differences between boys and girls.</li> <li>• Teacher shows images, designs and craft objects depicting the difference between boys and girls.</li> <li>• Learners discuss the images and craft objects in terms of content, line, shape, form and colour.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses the differences between boys and girls.</li> <li>• Teacher shows images, designs and craft objects depicting the difference between boys and girls.</li> <li>• Learners discuss the images and craft objects in terms of texture, space and material used.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher gives learners work sheets about pictures of boys' and girls' toiletries and ask them to identify which ones are used by own gender by using light and dark colours.</li> </ul>



VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Respond</b> to more specific questions about light and dark colours.</li> <li>• <b>Make</b> a gingerbread boy and girl.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a stuffed gingerbread boy and girl.</li> <li>• Learners make a stuffed gingerbread boy and girl and decorate it to show the difference.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Respond</b> to more specific questions about light and dark colours, geometric shapes, and contrast.</li> <li>• <b>Paint</b> sets of cards depicting from young to old focusing on contrast and tone.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher gives each learner a picture showing developmental stages from a young age until old age.</li> <li>• Learners paint the pictures and make a border for the painting.</li> <li>• Learners decorate the border with handprints.</li> </ul> 
	Create in 3D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>




## VISUAL ARTS GRADE 3 Term 1

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a marble game.</li> <li>• <b>Create</b> a bottle with sand art.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses different games for boys and girls.</li> <li>• Teacher demonstrates how to make a marble game with <div data-bbox="1312 492 1535 802" data-label="Image"> </div> </li> <li>• Learners create their own marble game using a cardboard box, popsicle/ice cream sticks and marbles.</li> <li>• Teacher demonstrates how to make coloured sand art.</li> <li>• Learners create their own bottle of sand art.</li> <li>• Learners decide which craft they want to do.</li> </ul> <div data-bbox="1686 280 1963 643" data-label="Image"> </div>
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses different games for boys and girls.</li> <li>• Teacher demonstrates how to make a catapult with popsicle/ice cream sticks.</li> </ul>

VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Make</b> a popsicle /ice cream stick bracelet.</li> <li>• <b>Create</b> a catapult using popsicle/ice cream sticks.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create their own catapult using a spoon and popsicle/ice cream sticks.</li> <li>• Teacher demonstrates how to make a popsicle/ice cream stick bracelet.</li> </ul> <div data-bbox="1623 329 1955 660" data-label="Image"> </div> <div data-bbox="1312 651 1577 950" data-label="Image"> </div> <p>3.15.1..</p> <ul style="list-style-type: none"> <li>• Learners make their own popsicle/ice cream stick bracelet.</li> <li>• Learners decide which craft they want to do.</li> </ul>
	<b>VISUAL ARTS</b>  Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 3 : First Year</b>

VISUAL ARTS GRADE 3 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> cards using hand- or footprints.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses different interests of boys and girls and different crafts for boys and girls.</li> <li>• Learners create cards using hand- or footprints, <ul style="list-style-type: none"> <li>• Learners can choose which craft they want to do.</li> </ul> </li> </ul> <div data-bbox="1312 532 1486 894" data-label="Image"> </div> <div data-bbox="1747 277 1967 597" data-label="Image"> </div>
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> cards using hand- or footprints.</li> </ul>	<p><b>Grade 3 : Second Year</b></p>

VISUAL ARTS GRADE 3 Term 1			
			<ul style="list-style-type: none"> <li>Teacher discusses different interests of boys and girls and different crafts for boys and girls.</li> <li>Learners create cards using hand- or footprints,</li> <li>Learners can choose which craft they want to do.</li> </ul> 
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Create</b> a ninja using a toilet roll.</li> <li><b>Do</b> weaving using cooldrink straws.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>Teacher discusses different interests of boys and girls and different crafts for boys and girls.</li> <li>Learners create a ninja using a toilet roll.</li> <li>Learners do weaving using cooldrink straws.</li> </ul> 

VISUAL ARTS GRADE 3 Term 1			
			 <ul style="list-style-type: none"> <li>• Learners can choose which craft they want to do.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Create</b> a yarn doll.</li> <li>• <b>Create</b> cars using popsicle/ice cream sticks.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses different interests of boys and girls and different crafts for boys and girls.</li> <li>• Learners create a yarn doll. <ul style="list-style-type: none"> <li>• Learners create cars using popsicle/ice cream sticks.</li> <li>• Learners can choose which craft they want to do.</li> </ul> </li> </ul>  
<b>Assessment</b> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals</p>			





### 3.16. Grade 3 : Term 2

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 3 : Term 2	
<p><b>Content : Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Warm up</b> the body: circle the hands and ankles; make shapes with the body such as large and small, wide and narrow.</li> <li>• <b>Freeze games</b> focusing on control, eye focus and use of space.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Do</b> axial movements: twisting, swinging the arms and side bends</li> <li>• <b>Build</b> own movement vocabulary using:             <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Keeping</b> a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Copy</b> movements, rhythms and movement patterns.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> </ul>

PERFORMING ARTS	
Grade 3 : Term 2	
	<ul style="list-style-type: none"> <li>Do vocal exercises such as rhymes, tongue twisters and songs with focus and clarity in vocal exercises.</li> </ul>
Grade 3 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Learners walk around</li> <li>Teacher asks learners to do the following shapes:             <ul style="list-style-type: none"> <li>Make a large and a small circle with their arms.</li> <li>Group themselves in 3's and make a star shape.</li> <li>Group themselves in 4's to make a square</li> </ul> </li> <li>Learners play freeze games – running around and stopping when they hear the whistle.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>The teacher marks a demarcated area beforehand.</li> <li>Learners do spinal rolls as follows :             <ul style="list-style-type: none"> <li>Stand with their arms above their heads.</li> <li>Roll their bodies gently down until their fingers touch their toes.</li> <li>Hold on this position on counts of 8 or for a few seconds and slowly.</li> <li>Roll their backs gently up again.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Teacher divides learners into two groups and explains the instructions to the leaders.</li> <li>The leader of the group do specific moves and counts 4 times before the other learners copy the movements while the teacher beats a drum</li> <li>Teacher beats a drum 4/4 times and the learners must move accordingly             <ul style="list-style-type: none"> <li>Walk 4 steps left and to the right</li> <li>Jump 4 times forwards and backwards, to the</li> <li>Clap hands to the left and to the right</li> <li>Stamp feet, 4 times forwards and backwards</li> <li>Each movement must be done 4 times according to the beats.</li> </ul> </li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>The teacher teaches learners rhyme about Humming bird:             <p style="margin-left: 40px;">I am a little bee hum-hum-hum</p> <p style="margin-left: 40px;">All I do is fly hum-hum-hum</p> </li> </ul>

PERFORMING ARTS	
Grade 3 : Term 2	
<ul style="list-style-type: none"> <li>○ The movement must be repeated two times.</li> </ul> <p><b>Week 6-7</b></p>	<p>Can you see my little wings hum-hum-hum</p> <p>They are beating fast hum-hum-hum.</p> <ul style="list-style-type: none"> <li>• The learners first sing the vowels and thereafter the rhyme</li> </ul>
Grade 3 : Second Year      Activities, techniques, notes, etc.	
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>• The teacher divides the learners into two groups.</li> <li>• Each learner has a hoop and they do the following movements: <ul style="list-style-type: none"> <li>○ Swing the hoops around left wrist, then right wrist.</li> <li>○ Swing the hoop around left leg then right leg</li> <li>○ Roll the hoop with the left arm whilst holding the other hand behind the back.</li> </ul> </li> <li>• Learners cool down the body and relax by playing games such as “rocking a baby” swaying etc.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>• The teacher marks a demarcated area beforehand and guide learners to do the following movements: <ul style="list-style-type: none"> <li>○ Walk on their toes with arms stretched out</li> <li>○ Walk on their heels with arms stretched out.</li> <li>○ Skip sideways</li> </ul> </li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>• Teacher asks learners to make a circle and choose a leader.</li> <li>• Learners move in a circle and copy the following the movements of the leader according to the 4/4 drum beats</li> <li>• Teacher beats a drum and learners do movements according to the beat of the drum: <ul style="list-style-type: none"> <li>○ 4 Steps to the right, and to the left</li> <li>○ Jump 4 steps forwards holding hands and 4 steps backwards</li> <li>○ Clap hands to the left 4 times and to the right.</li> <li>○ Stamp feet forwards and backwards 4times</li> </ul> </li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>• Teacher divides learners into two groups.</li> <li>• One group of learners sing songs and rhymes.</li> </ul>

PERFORMING ARTS	
Grade 3 : Term 2	
<ul style="list-style-type: none"> <li>○ Roll across the room</li> <li>○ Make a row and do leap frogs.</li> </ul>	<ul style="list-style-type: none"> <li>• One group of learners do tongue twisters.</li> </ul>
<p><b>Content: Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Develop</b> short sentences for dialogue.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Keeping</b> a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.</li> <li>• <b>Sing</b> a song using contrasts such as soft and loud; fast and slow.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> </ul>
<b>Grade 3 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1-2</b>	<ul style="list-style-type: none"> <li>• Learners role play an occasion where an entrepreneur develops a big projects.</li> </ul>

PERFORMING ARTS	
Grade 3 : Term 2	
<ul style="list-style-type: none"> <li>Teacher reads a dialogue between a butterfly and a bee and group learners.</li> <li>One group discuss how useful and harmful insects can be.</li> <li>One group discuss which insect is the most important and the less important and give reasons</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>Teacher allows learners to choose a song that learners must sing according to a specific rhythm.</li> <li>Teacher explains the rhythm to the learners.</li> <li>Teacher beats the drum loud, learners must sing the lines loud, and when the beats are soft and slow, learners sing soft.</li> </ul> <p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher reads a story and explains about recycling, and asks learners to think about entrepreneurs in their community.</li> </ul>	<p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher divides learners into three groups.</li> <li>Each group of learner's role-plays an emergency situation and demonstrates first aid measures to apply in the situation.</li> <li>Teacher first revises how to apply first aid measures before learner's role play. <ul style="list-style-type: none"> <li>Group 1 – bleeding</li> <li>Group 2 - choking</li> <li>Group 3 -artificial breathing</li> <li>The learners use dolls to practice on.</li> </ul> </li> </ul>
Grade 3 : Second Year	
Activities, techniques, notes, etc.	
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>Teacher divides learners into two groups to debate.</li> <li>One group are butterflies and the other group are bees.</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher reads a story about recycling.</li> <li>Teacher chooses learners to dramatise the story about recycling.</li> </ul>

## PERFORMING ARTS

### Grade 3 : Term 2

- Learners develop dialogue: which insect is the best.
- Learners give reasons for their choice.

#### Week 3-5

- Teacher divides learners into two groups and explains how to sing to the rhythm of the beat.
- One group use percussive instruments for example. tin shakers to play the beat and the other group sing accordingly.
- When the beat is loud, the learners sing loud, and when the beat is soft, the learners sing softly.

- Learners prepare and rehearse the drama before they perform in class.

#### Week 8-9

- The teacher creates a situation or narrates a story in which a boy/girl is in danger of being abused for example accepting a lift; opening a door to a stranger, molestation.
- Teacher discuss with learners what to do if they are in similar situations.
- Learners role play the situation given by the teacher.

VISUAL ARTS GRADE 3 Term 2			
Week	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
1-2	<b>VISUAL ARTS</b>  <b>Insects</b>  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses different insects and the use of the insects.</li> <li>• Teacher shows pictures or images of different insects.</li> <li>• Learners discuss the pictures and images in terms of content, line, shape, form and colour.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses different insects and the use of the insects.</li> <li>• Teacher shows pictures or images of different insects.</li> <li>• Learners discuss the pictures and images in terms of purpose, content, form, contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises insects.</li> </ul>







## VISUAL ARTS GRADE 3 Term 2

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: use finger painting and/or brush painting to paint pictures of insects.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of an insect using finger painting and/or a brush to paint pictures of insects.</li> </ul>
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make drawings and paintings of an insect.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises insects.</li> <li>• Learners draw and paint a picture of an insect.</li> </ul>



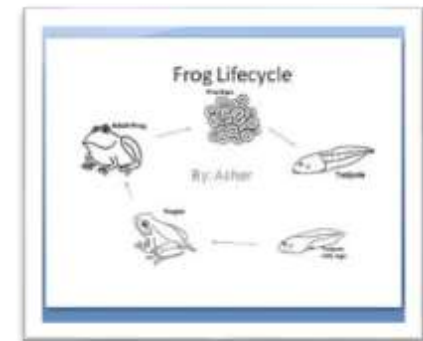
# **VISUAL ARTS GRADE 3 Term 2**

			 
Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make models using polymer clay:</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises insects.</li> <li>• Teacher demonstrates how to make insects using polymer clay.</li> <li>• Learners create and decorate insects out of polymer clay.</li> </ul>	 

VISUAL ARTS GRADE 3 Term 2			
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create insects using recycled materials.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises insects.</li> <li>• Teacher demonstrates how to make an insect using recycled materials.</li> <li>• Learners create insects using recycled materials for example: egg cartons, pipe cleaners or straws.</li> </ul>
3-5	<b>VISUAL ARTS</b>  <b>Life Cycles</b>  Visual literacy	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Teacher shows different pictures, images or craft articles of life cycles.</li> <li>• Learners respond to and discuss the images, pictures and craft objects in terms of colour, texture, space and materials used.</li> </ul>
		<p><b>Grade 3 : Second Year</b></p>	<p><b>Grade 3 : Second Year</b></p>

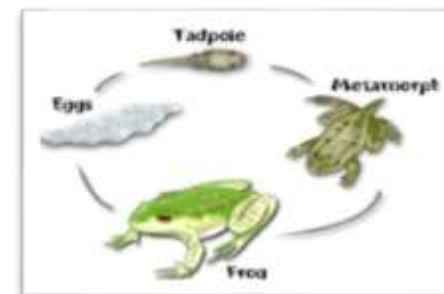


VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Teacher shows different pictures, images or craft articles of life cycles.</li> <li>• Learners respond to and discuss the images, pictures and craft objects in terms of purpose, content, form, contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: Use finger-paint and discuss mixing of primary colours to achieve secondary colours.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Teacher revises primary and secondary colours.</li> <li>• Teacher gives learners pictures about frog life cycles to paint with secondary colours.</li> <li>• The teacher demonstrates how to mix primary colours before the learners paint the picture.</li> </ul>
		<b>Grade 3 : Second Year</b>	<b>Grade 3 : Second Year</b>





# **VISUAL ARTS GRADE 3 Term 2**



		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: Use a brush to paint a picture and discuss the texture and mixing of primary colours to achieve secondary colours.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners draw and paint the life cycle of a bird with secondary colours.</li> </ul>
Create in 3D	<b>Grade 3 : First Year</b>	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create models out of polymer clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Teacher demonstrates how to make polymer clay models of the life cycle of a frog.</li> <li>• The learners create clay models of the life cycle of a frog.</li> </ul>
	<b>Grade 3 : Second Year</b>		<ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> </ul>




## VISUAL ARTS GRADE 3 Term 2

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a butterfly life cycle folded booklet.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create and decorate a folded booklet with the life cycle of a butterfly.</li> </ul>	
VISUAL ARTS	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of the life cycle of a chicken.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Learners create and decorate a picture of the life cycle of a chicken.</li> </ul>	



## VISUAL ARTS GRADE 3 Term 2

		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of the life cycle of a butterfly using pasta.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Learners create a picture of the life cycle of a butterfly using pasta.</li> </ul> 
Create in 3D		<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a model of the life cycle of a pumpkin.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Teacher demonstrates how to make a model of the life cycle of a pumpkin.</li> <li>• Learners create and decorate a model of the life cycle of a pumpkin using cardboard.</li> </ul> 




## VISUAL ARTS GRADE 3 Term 2



	Create in 3D	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a life cycle windsock.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises life cycles.</li> <li>• Teacher demonstrates how to make a life cycle windsock.</li> <li>• Learners create and decorate life cycle windsocks.</li> </ul>	
6-7	<b>VISUAL ARTS</b>  <b>Recycling</b>  Visual literacy	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses recycling and craft articles that can be made with recycled material.</li> <li>• Teacher shows pictures or images of recycled craft articles.</li> <li>• Learners discuss the pictures and images in terms of content, line, shape and form.</li> </ul>	
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses recycling and craft articles that can be made with recycled material.</li> </ul>	





VISUAL ARTS GRADE 3 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows pictures or images of recycled craft articles.</li> <li>• Learners discuss the pictures and images in terms of purpose, content, form and contrast.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create cards using bottle caps.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Learners create cards using bottle caps.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create cards using recycled materials.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Learners create cards using recycled materials for example pop tabs, buttons and pipe cleaners.</li> </ul> 

## VISUAL ARTS GRADE 3 Term 2

	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create flowers with recycled materials.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Teacher demonstrates how to make flowers from recycled materials.</li> <li>• Learners create flowers using recycled plastic cold drink bottles.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Use</b> recyclable empty containers and other materials to make models.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Teacher demonstrate how to make and decorate used containers.</li> <li>• Learners make and</li> </ul>   <p>decorate used containers, water bottles; drinking mugs and pen containers.</p>




VISUAL ARTS GRADE 3 Term 2			
	<b>VISUAL ARTS</b>  Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create gift wrap using recycled materials.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Teacher demonstrates how to make a gift wrap using bottle cork printing.</li> <li>• Learners create gift wrap using bottle cork printing.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a card using recycled materials.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Learners create and decorate cards using old newspapers.</li> </ul> 

# **VISUAL ARTS GRADE 3 Term 2**

	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: using recycled materials.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Teacher demonstrates how to make decorations using recycled materials.</li> <li>• Learners create and decorate ornaments using toilet paper rolls.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create file organisers using recycled materials.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises recycling.</li> <li>• Teacher demonstrates how to make file organisers using recycled materials.</li> <li>• Learners create and decorate file organisers using empty cereal boxes and gift wrap.</li> </ul> 

VISUAL ARTS GRADE 3 Term 2			
8-9	<b>VISUAL ARTS</b>  <b>Keeping my body safe</b>  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses how to keep a body safe.</li> <li>• Teacher shows pictures or images of craft articles depicting the theme of keeping the body safe.</li> <li>• Learners discuss the pictures and images in terms of colour, texture, space and materials.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses how to keep a body safe.</li> <li>• Teacher shows pictures or images of craft articles depicting the theme of keeping the body safe.</li> <li>• Learners discuss the pictures and images in terms of purpose, content, form and contrast.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises first aid and items needed in a first aid box.</li> </ul>

## VISUAL ARTS GRADE 3 Term 2

		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft items: create drawings and paintings based on rules to keep body safe, cut and paste them to make a poster.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners draw and paint items needed for first aid box.</li> </ul>	
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create drawings and paintings</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses germs and unhealthy situations.</li> <li>• Learners create germ monsters with paint and straws.</li> </ul>	
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises first aid and items needed for a first aid box.</li> </ul>	

## VISUAL ARTS GRADE 3 Term 2

- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create models of clay.

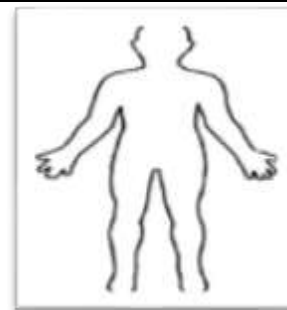
### Grade 3 : Second Year

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: draw and decorate body parts.





- Learners create a clay first aid box and decorate it.

### Grade 3 : Second Year



- Teacher revises the human body.
- Learners trace an outline of a body and cut the shape out.
- Learners draw body parts and clothes.
- Learners paste the body parts and clothes on the body and paint the picture.





VISUAL ARTS GRADE 3 Term 2			
	<b>VISUAL ARTS</b>  Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of an ambulance.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises emergency vehicles.</li> <li>• Learners create</li> </ul> <div>   <p>a picture of an emergency vehicle.</p> </div>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a nurse.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises medical personnel.</li> <li>• Learners create a picture of a nurse.</li> </ul> <div>   </div>



VISUAL ARTS GRADE 3 Term 2			
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a nurse cap.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises medical personnel.</li> <li>• Teacher demonstrates how to create a nurse cap.</li> <li>• Learners create and decorate a nurse cap.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create medicine holders using recycled materials.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises medicine.</li> <li>• Learners create and decorate medicine holders using recycled materials.</li> </ul> 
<b>Assessment</b>			

**VISUAL ARTS   GRADE 3 Term 2**

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals

### 3.17. Grade 3 : Term 3

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 3 : Term 3	
<p><b>Content : Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Play</b> games focusing on numeracy and literacy such as number songs, and rhymes, making letter shapes through movement.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> together with the music and dance to the music.</li> <li>• <b>Keeping</b> a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.</li> <li>• <b>Listen</b> to music and dance focusing on tempo, pitch and dynamics.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> </ul>

PERFORMING ARTS	
Grade 3 : Term 3	
<ul style="list-style-type: none"> <li>• <b>Combine</b> locomotor and non-locomotor movements</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> </ul>	
Grade 3 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>• Teacher takes learners outside to a play area and allows them to walk/run around until the whistle blow.</li> <li>• Teacher teach learners a rhyme about numbers: Double rhyme <i>One and one is two</i>  <i>Two and Two is four</i>  <i>Three and three is six</i>  <i>Four and four is eight</i>  <i>Five and five is ten,</i>  <i>And now we reached the end.</i></li> <li>• The learners do the following action while singing the rhymes: <ul style="list-style-type: none"> <li>○ Walk around, bouncing the ball,</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learners do the following movements: <ul style="list-style-type: none"> <li>○ Run-run-turn; run forward and backward then shrink.</li> <li>○ Rope skipping in different ways, with left leg, right leg, both legs while moving forwards and backwards</li> <li>○ Group skipping; swing the rope around in the circle and let learners jump over it without touching it.</li> </ul> </li> </ul> <p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>• The teacher plays a familiar song and allow learners to dance freely.</li> <li>• When the teacher play the song again, the learners must move and dance according to the rhythm of the song.</li> <li>• The teacher ask them to move as follows: <ul style="list-style-type: none"> <li>○ When the music is fast, stretch their arms and twirl around</li> </ul> </li> </ul>

PERFORMING ARTS	
Grade 3 : Term 3	
<ul style="list-style-type: none"> <li>○ Bounce the ball sideways.</li> <li>○ Bounce the ball crossing legs.</li> <li>• Teacher will blow the whistle at the end of the game.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>• Teacher takes learners outside the classroom to the play area, allows them to run freely until she blows a whistle.</li> </ul>	<ul style="list-style-type: none"> <li>○ When the music is slow, they stand still with arms stretched out sideways and do up and down side bends, they first bend to the left then to the right.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>• Teacher introduces the topic for the week: fruit and vegetables and explains the content.</li> <li>• Teacher allows learners a few minutes to think about imaginary objects, gestures, and movement and facial expressions to use when miming a specific fruit.</li> <li>• Learners make a circle and take turns to get inside for a mime action. After every mime action, the rest of the learners guess the name of the fruit.</li> </ul>
Grade 3 : Second Year      Activities, techniques, notes, etc.	
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>• Teacher makes two rows of learners and in front of each row put a hoop, big ball and a skipping rope in a triangular shape.</li> <li>• The learners play the game as follows:</li> <li>• When the teacher blows a whistle the front learners from each row run to the hoops, swing it to make circles 5 times around their waists; then runs to the big ball pick it up and stretch arms above</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>• The teacher plays a familiar song, learners listen and move and dance according to the rhythm of the song.</li> <li>• The teacher uses a drum to play loud and soft beats, when the beats are loud learners move and jump as high and when the beats are soft, they squat as low as they can.</li> </ul>

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### Grade 3 : Term 3

their heads 5 times; put the ball down and run to the skipping rope skip 5 times and run back to the ball, throw the ball 5 times and catch it; run back to the rows and stand at the back.

- The second learners do the same movements and are repeated until they all got a turn.

#### Week 3-5

- The learners do the following movements:
  - Walk-walk-turn-walk forwards and backwards, shrinks and stretches up.
  - Run-run-turn-run forward and backwards, shrinks stretches up.
  - Run forward- shrink-shrink-stretch-up.

#### Week 8-9

- Teacher revises fruit and vegetables.
- Teacher gives learners a few minutes to think about imaginary objects, gestures, and movement and facial expressions to use when miming how to prepare food before they eat. (Actions include cutting, chopping, peeling eat )
- After every mime action, the rest of the learners guess the name of the fruit

#### Content: Improvise and interpret

- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.

- **Choose and make** own movement sentences to interpret the theme.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Portray** characters and objects from stories using body shapes and sounds.

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<ul style="list-style-type: none"> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Keeping</b> a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.</li> <li>• <b>Clap</b> rhythms in <math>\frac{3}{4}</math> time based on the recorded piece or sound clip</li> <li>• <b>Clap</b> rhythms in 4/4 in time, move to music <math>\frac{3}{4}</math> or 4/4 time.</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li>• <b>Collaborate</b> in imaginative use of simple props as stimulus material, showing how the same object can represent different movement sentences to interpret the theme.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play</b> at being characters and objects in stories based on local events or told by the teacher.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> <li>• <b>Dramatise</b> a make believe situation based on a story told by the teacher.</li> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> </ul>
Grade 3 : First Year                      Activities, techniques, notes, etc.	
<b>Week 1-2</b> <ul style="list-style-type: none"> <li>• Teacher plays a recorded piece of music with a <math>\frac{3}{4}</math> time and learners must use their body percussion to respond to the rhythm; they first clap three times, then snap three times, stamp three times and just do any action they like in <math>\frac{3}{4}</math> time.</li> </ul>	<b>Week 6-7</b> <ul style="list-style-type: none"> <li>• Teacher narrates a story about the man in the moon.</li> <li>• Learners dramatise the story with actions</li> </ul>

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<p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>The teacher guide and help learners to create movement sentences based on pictures of pollution.</li> <li>Learners must cut out pictures of the causes and effects of pollution and paste them in a sequence.</li> <li>Learners create their own movement sentence depicting the effects of pollution on nature.</li> </ul>	<p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher revises fruit and vegetables.</li> <li>Teacher displays plastic fruits and vegetables on the table and ask learners to choose and demonstrate how to prepare foods through movement sentences, e.g. Chop -chop -chop carrot; cut-cut-cut the potatoes. etc.</li> </ul>
Grade 2 : Second Year      Activities, techniques, notes, etc.	
<p><b>Week 1-2</b></p> <ul style="list-style-type: none"> <li>The teacher divides the learners into three groups to perform a percussion band,</li> <li>Group 1 shake tins, group 2 play rattles and third group will play with tambourines or clocks.</li> <li>When the teacher plays a recorded music each group will make sounds with their objects on 4/4 time.</li> </ul> <p><b>Week 3-5</b></p> <ul style="list-style-type: none"> <li>Teacher guides and helps learners to create movement sentences based on pictures of pollution.</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher select 9 learners and give each a picture of a planet to hold and help them to stand accordingly, mercury closest to the sun, the rest of the class is asked to clap rhythmically and the 9 learners walk step by step around the sun and according to the rhythm.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher revises fruit and vegetables.</li> </ul>



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- Learners use pictures of the causes and effects of pollution to create the movement sentence.
- Learners dramatise the causes of pollution to connect with the movement sentence.


Learners choose a fruit or vegetable and create a movement sentence about the fruit or vegetable using a describing line of a song to do it.



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Week	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
1-2	<b>VISUAL ARTS</b>  <b>Public Safety</b>  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses Public Safety.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about Public Safety.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses Public Safety.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about Public Safety.</li> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials.</li> <li>• Learners respond to the images and craft objects in terms of purpose, contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>

# **VISUAL ARTS GRADE 3 TERM 3**




		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: Make paintings and drawings about warning signs for example dangerous places not suitable to play around.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises Public Safety.</li> <li>• Learners create pictures of warning signs,</li> </ul>  
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create paintings and/or drawings depicting warnings about dangerous or hazardous situations.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises Public Safety.</li> <li>• Learners create pictures depicting warnings about dangerous or hazardous signs.</li> </ul> 
	Create in 3D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make models out of clay.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises Public Safety.</li> <li>• Teacher demonstrates how to make a clay model of a danger or warning sign.</li> <li>• Learners make clay models of danger or warning signs.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make models out of recycled materials.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises Public Safety.</li> <li>• Teacher demonstrates how to make a model of a warning sign using recycled materials.</li> <li>• Learners make models of warning signs using recycled materials for example cardboard boxes.</li> </ul> 
	<p><b>VISUAL ARTS</b></p> <p>Create in 2D</p>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises dangers of fires.</li> </ul> 

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create pictures of flames using different textures.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a picture of fire using water colour paint and their hands.</li> </ul>
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a fireman controlling fire.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises the dangers of fire.</li> <li>• Learners create a picture of a fireman trying to control a fire.</li> </ul> 
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises Public Safety.</li> </ul>



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a necklace for a whistle using plastic beads.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a necklace for a whistle using plastic beads.</li> <li>• Learners create a necklace for a whistle using plastic beads.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make name tags using safety pins.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises Public Safety.</li> <li>• Teacher demonstrates how to make name tags using Safety Pins and beads.</li> <li>• Learners create name tags using Safety Pins and beads.</li> </ul> 
3-5	VISUAL ARTS	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses Pollution.</li> </ul>



VISUAL ARTS GRADE 3 TERM 3			
	Pollution	<p>of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows images, designs, craft objects, pictures and photographs about Pollution.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
	Visual literacy	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses Pollution.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about Pollution.</li> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials used.</li> <li>• Learners respond to the images and craft objects in terms of form, contrast and meaning.</li> </ul>
	Create in 2D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises Pollution.</li> </ul>

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: paint pictures depicting pollution.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners paint pictures depicting pollution.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make paintings and drawings depicting the effect of pollution on human beings and the environment.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises causes of pollution.</li> <li>• Learners draw or paint a picture depicting the effect of pollution on human beings and the environment.</li> </ul>  






## VISUAL ARTS GRADE 3 TERM 3

	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a model of the earth using playdough.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pollution.</li> <li>• Teacher demonstrates how to make a model of the polluted earth using play dough.</li> <li>• Learners create a model of the earth using play dough.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make nature prints with clay and natural materials.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pollution and causes of pollution.</li> <li>• Teacher demonstrates how to make nature prints using clay and natural materials.</li> <li>• Learners create nature print ornaments using clay and natural materials.</li> </ul> 




VISUAL ARTS GRADE 3 TERM 3			
	Create in 2D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a poster about pollution.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pollution.</li> <li>• Learners create a poster about pollution with a motivational quote.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture using recycled materials.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pollution.</li> <li>• Learners create a picture using recycled materials.</li> </ul> 



# **VISUAL ARTS GRADE 3 TERM 3**



Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a model of a bird using recycled materials.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pollution.</li> <li>• Teacher demonstrates how to make a model of a bird using recycled materials.</li> <li>• Learners create a model</li> </ul>   <p>of a bird with recycled materials.</p>
	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a model using recycled materials.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises pollution.</li> <li>• Teacher demonstrates how to do garbage art using recycled material.</li> </ul> 



VISUAL ARTS GRADE 3 TERM 3			
6-7	VISUAL ARTS  Space  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses space and planets.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about Space and planets.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses space and planets.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about space and planets.</li> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials used.</li> <li>• Learners respond to the images and craft objects in terms of contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises planets.</li> </ul>

# **VISUAL ARTS GRADE 3 TERM 3**

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create paintings and drawings.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners draw pictures of space and the planets on paper or fabric.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create drawings and paintings</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises space and planets.</li> <li>• The learners copy and draw or paint pictures of planets.</li> </ul>  
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises planets.</li> </ul>



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a model of a planet using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a planet using recycled materials.</li> <li>• Learners create a model of a planet using recycled materials.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make models of planets with recyclable materials and paper mâché.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises planets.</li> <li>• Learners make round different sizes of balls with paper mâché to represent planets, spray paint the planets, sun; moon stars, and decorate them with different colours, scatter glitters over the stars and make a mobile of the planets.</li> <li>• Learners hang their mobiles in the classroom.</li> </ul> 
	Create in 2D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create pictures of rockets using cardboard and straws.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises space and space rockets.</li> <li>• Learners create pictures of rockets with cardboard and straws.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a star constellation.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises space and planets.</li> <li>• Learners create a picture of a constellation of stars.</li> </ul> 
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises space and planets.</li> </ul>



VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create rockets using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make space rockets using recycled materials.</li> <li>• Learners create and decorate a space rocket using empty paper towel rolls.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a space vehicle using recycled materials.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises space and planets.</li> <li>• Teacher demonstrates how to make a space vehicle using recycled materials.</li> <li>• Learners create a space vehicle using a milk carton and foil.</li> </ul> 
8-9	VISUAL ARTS	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher discusses fruit and vegetables.</li> </ul>







VISUAL ARTS GRADE 3 TERM 3			
	<b>Fruit and vegetables</b>  Visual literacy	of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology. <ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows images, designs, craft objects, pictures and photographs about fruit and vegetables.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses fruit and vegetables.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about fruit and vegetables.</li> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials.</li> <li>• Learners respond to the images and craft objects in terms of contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> </ul>

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make paintings and drawings, encouraging awareness of line and shape.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners draw a picture of a fruit or vegetable concentrating on the line and shape of the fruit or vegetable.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a vegetable man or a fruit face.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Learners draw a vegetable man and a fruit face.</li> <li>• Learners paint with appropriate colours of the items.</li> </ul> 
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> </ul>

## VISUAL ARTS GRADE 3 TERM 3

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create models of fruits and vegetables.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher guide learners to prepare papier mâché round balls and to make models of fruit and vegetables.</li> </ul>	
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: use clay/paper mâché to make a fruit basket.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Teacher guides and demonstrates to learners how to make a fruit basket with clay or paper mâché.</li> <li>• Learners create fruit and vegetables with clay and paper mâché to put in the fruit basket.</li> </ul>	
	Create in 2D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> </ul>	

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create gift wrap using vegetable and fruit printing.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create gift wrap using fruit and vegetable printing and paint.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: paint a picture of fruit using oil pastels.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Learners create a painting of fruit using oil pastels.</li> </ul> 
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> </ul>

VISUAL ARTS GRADE 3 TERM 3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create and decorate fruit and vegetables using salt dough and paint.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make and decorate fruit and vegetables using salt dough and paint.</li> <li>• Learners create fruit and vegetables using salt dough and paint.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft activities: create an epoxy fruit hair bobby pin.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises fruit and vegetables.</li> <li>• Teacher demonstrates how to make an epoxy fruit hair bobby pin.</li> <li>• Learners create an epoxy fruit hair bobby pin.</li> </ul> 
<p><b>Assessment</b></p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals</p>			



### 3.18. Grade 3 : Term 4

The instruction time for Grade 3 Performing Arts and Visual Arts is 3,5 hours per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 3 : Term 4	
<p><b>Content : Creative games and skills</b></p> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Warm up</b>, the body using level(high, low and medium) such as Crawl like a worm, roller skating</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Cool</b> down the body and relax.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Keeping</b> a steady beat with changes in tempo whilst clapping or moving in time to music such as walking in fours, skipping in two's.</li> <li>• <b>Play</b> clapping games with a partner developing focus and coordination.</li> <li>• <b>Copy</b> movements and rhythms.;</li> <li>• <b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> </ul>
Grade 3 : First Year	Activities, techniques, notes, etc.

PERFORMING ARTS	
Grade 3 : Term 4	
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>Teacher takes learners outside the classroom to the play area and allows them to run until the teacher blows a whistle to stop.</li> <li>The learners stand still and follow the teacher's instructions to do the following actions: <ul style="list-style-type: none"> <li>Jump as high; then as higher, then as highest as if you are picking an apple from the longest tree.</li> <li>Crawl low; then lower; then lowest.</li> </ul> </li> <li>The teacher repeats each action three times.</li> </ul> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher takes learners out of the classroom to a play area.</li> <li>Teacher allows the learners to run around freely until the whistle blows.</li> <li>Teacher asks the learners to do the following: <ul style="list-style-type: none"> <li>Jump like frogs</li> <li>Gallop like horses</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Fly like birds</li> <li>Run forwards and backwards</li> <li>Find a partner and skip with a partner changing directions.</li> </ul> <p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher asks learners to form pairs and play familiar clapping games.</li> <li>Learners do the clapping games with music or a familiar song.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher plays an action song repeatedly.</li> <li>Learners listen to the music and explain how it makes make them feel</li> <li>Learners sing along with the music.</li> </ul>
<b>Grade 3 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>



## PERFORMING ARTS

### Grade 3 : Term 4

#### Week 1-3

- Learners run around the play area until the teacher blows a whistle to stop.
- The learners stand still and follow the teacher's instructions to do the following actions:
  - Stretch as high as a giraffe eating from the tallest branches of the tree
  - Shrink as low as a field mouse nibbling on grass seed.
  - Each action is repeated three times but with different levels e.g. high/higher/highest.

#### Week 4-5

- Teacher takes learners out of the classroom to a play area.
- Teacher allows the learners to run around freely until the whistle blows.
- Teacher asks the learners to stand in a circle and choose one learner to lead the group in performing non locomotor movements.
- The rest of the learners watch and copy the movement for example:

- Swinging the arms,
- Side bends and jumps,
- Rolling down bodies with arms straight above their heads and rolling back up etc.

#### Week 6-7

- The teacher allows learners to form pairs or groups and play familiar clapping games.
- The groups take turns to play.

#### Week 8-9

- Teacher plays an action song repeatedly.
- Learners listen to the music, sing along and do actions.

PERFORMING ARTS	
Grade 3 : Term 4	
<p><b>Content: Improvise and interpret</b></p> <ul style="list-style-type: none"> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> music, movement and voice focusing on tempo:</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> moods and ideas through movement and songs.</li> <li>• <b>Perform</b> in a classroom incorporating South African story/song in classroom.</li> </ul>
Grade 2 : First Year	
Activities, techniques, notes, etc.	
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>• Teacher explains about how and where we get food, clothes.</li> <li>• Teacher reads a short story about sheep and teach learners a song about clothes as follows: <i>Baa-baa black sheep, have you any wool</i></li> <li>• The following verses are added:</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>• Teacher narrates a short story about working people.</li> <li>• Teacher explains about different kinds of careers; skilled and professional jobs, and asks learners to identify different careers and jobs in their local area.</li> </ul>

PERFORMING ARTS	
Grade 3 : Term 4	
<p><i>Moo-moo brown cow, have you leather strong</i></p> <p><i>Yes sir- yes sir wide and long</i></p> <p><i>Make it into jackets, make it into shoes</i></p> <p><i>Make it into what you want you only have to choose</i></p> <p>The learners learn the song in unison, until they get the lyrics correctly.</p> <p><b>Week 4-5</b></p> <ul style="list-style-type: none"> <li>Teacher displays toy animals and learners choose an animal to dramatise its importance to human beings.</li> <li>Learners must first think and practice about how it moves, how it helps people before they perform in front of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Group the learners according to different jobs and give them few minutes to think and practice to role play the careers before they perform in front of the class.</li> </ul> <p><b>Week 8-9</b></p> <ul style="list-style-type: none"> <li>Teacher, together with the learners, creates a play sales point in class.</li> <li>Learners role play the etiquette for buying and selling. emphasizing greeting, asking for a prize, thanking each other.</li> <li>Learners take turns in role playing.</li> </ul>
Grade 3 : Second Year                      Activities, techniques, notes, etc.	
<p><b>Week 1-3</b></p> <ul style="list-style-type: none"> <li>Learners role play a sheep shearing day situation.</li> </ul>	<p><b>Week 6-7</b></p> <ul style="list-style-type: none"> <li>Teacher asks learners to form a circle and mime different jobs.</li> </ul>

## PERFORMING ARTS

### Grade 3 : Term 4

- The teacher chooses learners to role play but first emphasizes the production path of cotton to wool and repeat the process of shearing as follows:
  - **Step 1:** Catch the sheep and take it to the barn
  - **Step 2:** Make the sheep to sit on its behind, between the shearer's legs
  - **Step 3:** First shear the cotton on the sheep's belly
  - **Step 4:** Secondly shear the cotton on its back.
  - **Step 5:** When finished, put back the sheep on its legs and let it run out of its barn.
  - The teacher gives learners few minutes to practice before they perform in class.

#### Week 4-5


- Teacher discusses reasons why animals are important to people.
- Teacher displays toy animals for learners to choose from.
- Learners choose one animal to mime.



- Each learner gets in the circle and mimes a job; the rest must name the career.
- Learners are allowed to use props.



#### Week 8-9

- Teacher explains how to prepare and plan for an entrepreneurs Day and emphasises the following steps:
  - **Step 1:** Decide what product to make.
  - **Step 2:** Plan what is needed to make the product.
  - **Step 3:** Make a shopping list.
  - **Step 4:** Add costs and work out prizes.
  - **Step 5:** Make a poster to advertise your group's product.
  - **Step 6:** Decide what you will do with the money.
  - Learners role play different steps in preparing for the Entrepreneurs day.



VISUAL ARTS GRADE 3 Term 4			
We ek	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
1-3	<b>VISUAL ARTS</b>  <b>Products and Processes.</b> <b>Where does food, clothes and money come from.</b>   Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses products and processes.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about products and processes.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses products and processes.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about products and processes.</li> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials.</li> </ul>


VISUAL ARTS GRADE 3 Term 4			
			<ul style="list-style-type: none"> <li>Learners respond to the images and craft objects in terms of contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> craft skills: make drawings and paintings, focusing on line and colour.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises products and processes.</li> <li>Learners trace and paint a template of a sheep/ goat/ cow/ and pig with primary colours and paste them together with their products painted in secondary colours.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> craft skills: Make drawings and paintings with focus on the body in action, shape and colour.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher explains to learners about mealies production.</li> <li>Teacher revises different steps in the process of growing mealies from the field to the factory.</li> <li>Learners make drawing sketches for a flow diagram of growing maize. <ul style="list-style-type: none"> <li><b>Step 1:</b> A tractor driver plough the field</li> <li><b>Step 2:</b> Plant seeds on the soil: draw a farmer planting seeds</li> </ul> </li> </ul>


VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Draw</b> a flow diagram of growing maize.</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Step 3:</b> Maize grow: draw green long maize.</li> <li>○ <b>Step 4:</b> Ripe maize are harvested: draw a farmer picking out ripe maize from the field and put them in a lorry.</li> <li>○ <b>Step 5:</b> Farmers take maize to the factories to be processed</li> <li>○ <b>Step 6:</b> Maize are used to make different things like porridge, popcorns, chips etc.</li> </ul>
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make models using clay/play dough.</li> <li>• <b>Encourage</b> personal expression, appropriate use of materials and spatial awareness.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises products and processes.</li> <li>• Teacher demonstrate how to make a clay</li> </ul>  <p>model of an animal with the products they produce.</p> <ul style="list-style-type: none"> <li>• Learners create a clay model of animals and their products .</li> </ul> 
		<b>Grade 3 : Second Year</b>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises products and processes.</li> </ul>

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: Make models of self in own environment using clay and other materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a clay model of a farmer working in the field</li> <li>• Learners create a clay model of a farmer working on the field.</li> </ul> 
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a pumpkin seed mosaic picture.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises products and processes.</li> <li>• Teacher demonstrates how to make a pumpkin seed mosaic.</li> <li>• Learners create a pumpkin seed mosaic.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : Second Year</b>







VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture with maize or corn.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher explains products and processes.</li> <li>• Learners create a picture using maize or corn.</li> </ul> 
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a jelly bean bracelet.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises products and processes.</li> <li>• Teacher demonstrates how to make a bracelet using jellybeans.</li> <li>• Learners create a jelly bean bracelet.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises products and processes.</li> </ul>


VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities</li> <li>• <b>Develop</b> craft skills: create a silo for maize using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a silo using recycled material.</li> <li>• Learners create a silo using an empty milk carton and maize.</li> </ul> 
4-5	<b>VISUAL ARTS</b>  <b>Creatures and animals that can help us</b>  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses creatures and animals that help us.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about creatures and animals that help us.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses creatures and animals that help us..</li> </ul>


VISUAL ARTS GRADE 3 Term 4			
		<p>content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows images, designs, craft objects, pictures and photographs about creatures and animals that help us.</li> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials.</li> <li>• Learners respond to the images and craft objects in terms of contrast and meaning.</li> </ul>
	Create in 2D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: Make drawings and paintings of animals and their products.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises animals and their products.</li> <li>• The teacher gives learners drawing papers and asks them to draw animals and their products.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises creatures and animals that help us.</li> <li>• Teacher ask learners to draw a picture of an animal depicting how the animal can help us.</li> </ul>

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make drawings and paintings.</li> </ul>	<ul style="list-style-type: none"> <li>• Examples of the pictures can be: dogs guide us, donkeys transport, cow provide with leather for shoes and clothes, sheep providing with wool, birds that sings</li> </ul> <div data-bbox="1268 574 1635 846" data-label="Image"> </div> <div data-bbox="1646 269 1915 597" data-label="Image"> </div> <p>and provides companionship for older people.</p>
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a model of an animal.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises creatures and animals that help us.</li> <li>• Teacher demonstrates how to make an animal using polymer clay.</li> <li>• Learners make clay models of an animal.</li> </ul> <div data-bbox="1656 932 1915 1260" data-label="Image"> </div>
		<b>Grade 3 : Second Year</b>	<b>Grade 3 : Second Year</b>




VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make models of an animal using recycled materials.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises creatures and animals that help us.</li> <li>• Teacher demonstrates how to make an animal using recycled materials.</li> <li>• Learners create a horse used for transport using recycled materials.</li> </ul> 
	Create in 3D	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a dog using pipe cleaners.</li> </ul>	<p><b>Grade 3 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises creatures and animals who helps us.</li> <li>• Teacher demonstrates how to make a dog using pipe cleaners.</li> <li>• Learners create a dog using pipe cleaners.</li> </ul> 

VISUAL ARTS GRADE 3 Term 4			
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a model of an animal using recycled materials</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises animals and creatures that help us.</li> <li>• Teacher demonstrates how to make a camel using recycled materials.</li> <li>• Learners create a camel using used toilet paper rolls.</li> </ul> 
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a picture of a sea rescue vessel.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises creatures and animals that help us.</li> <li>• Learners create a picture of a sea rescue vessel using primary colours.</li> </ul> 
		<b>Grade 3 : Second Year</b>	<b>Grade 3 : Second Year</b>


VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul> <p><b>Develop</b> craft skills:</p>	<ul style="list-style-type: none"> <li>• Teacher revises creatures and animals that help us.</li> <li>• Learners create a picture of a horse with felt, wool and popsicle/ice cream sticks.</li> </ul> 
6-7	<b>VISUAL ARTS</b>  <b>World of work</b>  Visual literacy	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses Careers.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about Careers.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses Careers.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about Careers.</li> </ul>

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials.</li> <li>• Learners respond to the images and craft objects in terms of contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: <b>Make</b> drawings; focusing on line, shape and colour, different skills.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different careers.</li> <li>• Learners draw different careers; skilled and professional and use colour contrast to differentiate them.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different careers.</li> <li>• Teacher discusses tools needed in a toolbelt.</li> <li>• Learners create a picture of a toolbelt with the different tools needed in the toolbelt.</li> </ul>








VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li><b>Develop</b> craft skills: design a toolbelt.</li> </ul>	 
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li><b>Show</b> spontaneity and a creative attitude in art activities.</li> <li><b>Develop</b> craft skills: create a music instrument.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>Teacher revises careers in the music industry for example playing in a band or playing in an orchestra.</li> <li>Teacher demonstrates how to make a musical instrument using recycled materials.</li> <li>Learners create a panflute using straws.</li> </ul> 
		<b>Grade 3 : Second Year</b>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>Teacher revises careers in music and musical instruments.</li> </ul>

## VISUAL ARTS GRADE 3 Term 4

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a musical instrument.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a musical instrument using recycled materials.</li> <li>• Learners create a guitar/banjo using recycled materials</li> </ul>	
	<b>VISUAL ARTS</b>  Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different careers.</li> </ul>	



## VISUAL ARTS GRADE 3 Term 4



		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make puppets of different careers.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners cut out and colour pictures of different careers and stick the pictures on</li> </ul>  <p>popsicle/ice cream sticks.</p>
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: dress a paper doll with clothes depicting different careers.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises different careers.</li> </ul>   <ul style="list-style-type: none"> <li>• Learners colour and cut out pictures depicting different careers and dress a paper doll with the clothes.</li> </ul>
	Create in 3D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>

VISUAL ARTS GRADE 3 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a nurse hat.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises careers in the medical profession.</li> <li>• Teacher demonstrates how to make a nurse hat.</li> <li>• Learners create and decorate a nurse hat.</li> </ul> 
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a police hat with a police badge.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher revises different careers where people wear uniforms</li> <li>• Teacher demonstrates how to make a police cap and a police badge.</li> <li>• Learners create a police cap and a police badge.</li> </ul> 
8-9		<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>




VISUAL ARTS GRADE 3 Term 4			
	<b>VISUAL ARTS</b>  <b>I can be an entrepreneur</b>  Visual literacy	<ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher discusses crafts made for an entrepreneurs day .</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about crafts made for an entrepreneurs day.</li> <li>• Learners discuss and respond to the images and craft objects in terms of content, line, shape and form.</li> <li>• Learners respond to the images and craft objects in terms of purpose, content and form.</li> </ul>
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses crafts made for an entrepreneurs day.</li> <li>• Teacher shows images, designs, craft objects, pictures and photographs about crafts made for an entrepreneurs day.</li> <li>• Learners discuss and respond to the images and craft objects in terms of colour, texture, space and materials.</li> <li>• Learners respond to the images and craft objects in terms of contrast and meaning.</li> </ul>
	Create in 2D	<b>Grade 3 : First Year</b>	<b>Grade 3 : First Year</b>

## VISUAL ARTS GRADE 3 Term 4

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make drawings and paintings relevant to the theme's topic focusing body in action, line, shape colour.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises different shops and what to buy at each shop.</li> <li>• Learners create a picture of a shopkeeper in a shop displaying his/her wares.</li> </ul>	
		<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: make drawings and paintings relevant to the theme's topic; line; shape; colour.</li> </ul>	<p><b>Grade 3 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher divides the class into 4 groups.</li> <li>• Each group gets an A3 sheet/chart.</li> <li>• Learners plan and draw the framework for advertisement of the items for entrepreneur's project, add prices as clearly as possible, paint the advertisement in attention-grabbing colours.</li> </ul>	



VISUAL ARTS GRADE 3 Term 4			
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create animals using rock painting.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses different craft articles.</li> <li>• Teacher demonstrates how to paint on rocks.</li> <li>• Learners create animals using rock painting.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create articles made from recycled materials.</li> </ul>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different craft articles.</li> <li>• Teacher demonstrate how to make articles using recycled materials.</li> <li>• Learners create different article using tins and plastic bags for entrepreneur day.</li> </ul> 

# VISUAL ARTS GRADE 3 Term 4

			 
	Create in 2D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create articles using recycled materials.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher discusses craft articles made with recycled materials.</li> <li>• Teacher demonstrates how to make a craft article using recycled materials.</li> <li>• Learners create a necklace using washers and string.</li> </ul> 
		<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 3 : Second Year</b>



## VISUAL ARTS GRADE 3 Term 4

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create bookmarks.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher revises craft articles.</li> <li>• Teacher demonstrates how to make bookmarks with ribbon and paper clips.</li> <li>• Learners create bookmarks using paper clips and ribbon.</li> </ul>	
	Create in 3D	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> <li>• <b>Develop</b> craft skills: create a bracelet.</li> </ul>	<b>Grade 3 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different craft articles.</li> <li>• Teacher demonstrates how to make a bracelet with beads and string.</li> <li>• Learners create a bracelet using beads and string.</li> </ul>	
		<b>Grade 3 : Second Year</b>	<b>Grade 3 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher revises different craft articles.</li> </ul>	

## VISUAL ARTS GRADE 3 Term 4

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** craft skills: create pen decorations using pipe cleaners.

- Teacher demonstrates how to make pen decorations using pipe cleaners.
- Learners create pen decorations using pipe cleaners and feathers.



## FORMAL ASSESSMENT TASK: GRADE 3

### GRADE 3 : TERM 1-4

- During each of the four terms, the teacher chooses
  - Two Performing Arts activities (first year) and
  - Two Performing Arts activities (second year)and report on 2 different assessment goals in each.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.
- The assessment goals are similar for Grade 3, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

### PERFORMING ARTS

#### Creative games and skills

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Perform** simple relaxation exercises for warming up and cooling down.
- **Perform** simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body

- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs.
- **Keep** a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Explore** music, movement and voice focusing on pitch.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo.
- **Sing** together with the music and dance to the music
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and. tongue-twisters to warm up the voice.
- **Build** own movement vocabulary using:
  - locomotor movements such as walk, run leap and gallop;
  - Non-locomotor movements such as reach, bend, rise.
- **Demonstrate** the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-locomotor movements: reach, bend, rise, twist and turn.

#### **Improvise and interpret**

- **Use** the voice and body imaginatively in drama exercises and games.

- **Learn** and **perform** simple dance steps from dances in the immediate environment
- **Learn**, **interpret** and **perform** dances from South African culture with competence and appropriate style
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms
- **Improvise** stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Convey** feelings and ideas through facial expression and gesture
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Express** moods and ideas through movement and songs.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Explore** music, movement and voice focusing on tempo:
- **Sing** together with the music and dance to the music.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Express** and **describe** feelings in response to a drama, story or event
- **Singing** indigenous songs using appropriate movements and dramatization

## VISUAL ARTS

### Create in 2D

#### **Assess two assessment goals in each during each term**

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.
- **Create** a 2D art work using paint, footprints, handprints, fingerprints.
- **Create** a 2D art work using different colours and shapes.
- **Create** a 2D art work using different materials: wax crayons, chalk, paint, puffy paint, wax crayons, oil pastels, recycled materials.
- **Create** a 2D art work using edible materials.

### Create in 3D

#### **Assess two assessment goals in each during each term**

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.
- **Develop** fine motor and sensory coordination; manipulating scissors and other tools.
- **Build** a 3D art work using polymer clay, epoxy, glass bottles, beads, marbles, sand, popsicle/ ice cream sticks, toilet rolls, cold drink straws, yarn or card board boxes
- **Create** a 3D art work using natural materials, paper maché or recycled materials.
- **Construct** using recyclable materials, emphasis on geometric shapes.
- **Respond** to more specific questions about light and dark colours, geometric shapes, and contrast.

### 3.19. Grade 4: Term 1

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

Please note that the articles and activities discussed in this curriculum are only suggestions. The teacher may use his/her own initiative to change an artwork or activity provided that the skills level must be the same.

PERFORMING ARTS	
Grade 4 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Recognise</b> crotchet and minim note values and rests in a short melody.</li> <li>• <b>Compose</b> and <b>present</b> a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> </ul>



<ul style="list-style-type: none"> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Sing</b> songs, rounds and response songs in a choir to warm up the voice</li> <li>• <b>Sing</b> and <b>hum</b> to warm up the voice.</li> <li>• <b>Follow</b> a warm up ritual to accompany physical warm up using action songs.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Play</b> rhythm, clapping, skipping and singing games in pairs</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> </ul>
<b>Grade 4 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of self in the society.</b></p> <p><b>Learners warm up the body:</b></p> <ul style="list-style-type: none"> <li>• Do different breathing exercises: Stand upright in a relaxed manner. Take deep breaths slowly. Bend forward and touch the ground while breathing out. Repeat several times.</li> <li>• Point and flex muscles while doing breathing exercise.</li> <li>• Circle wrists and ankles while breathing.</li> </ul>	<p><b>Definition of Body percussion:</b></p>

### Learners cool down and relax:

- Lie down and repeat the breathing exercise while relaxing the muscles.
- Do breathing exercise and visualize different colours.

### Week 3-4: Development of the Self. Changes in boys and girls

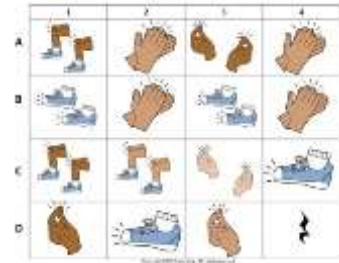
- Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters
- Learners sing songs use unison, rounds, and call and response

### Week 5-6: Health and environmental responsibility. Healthy eating & dietary habits

- Teacher demonstrates what body percussion is.
- Learners do body percussion: keep a steady beat and use of different timbres (click, clap, stamp)

Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as [beat](#), [rhythm](#), and [metre](#) and helps a student internalise rhythmic skills.

### Example of body percussion:



### Week 7: Health and environmental responsibility. Substance abuse. Social responsibility

- Group discussion: revise body percussion and rhythm patterns
- Learners perform short rhythm patterns using body percussion
- Learners do name games in groups: Learners say their names with an appropriate rhythm based on the syllables of the name
- Learners do concentration and listening games

### Week 8: World at work. The rules of the workplace.

- Learners practice name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names). Learners say their names with an appropriate rhythm based on the syllables of the name.

	<ul style="list-style-type: none"> <li>Learners do concentration and listening games</li> </ul> <p><b>Week 9: World of Work.</b> History of money</p> <ul style="list-style-type: none"> <li>Learners warm up the voice: use songs, sing vowels, rhymes and tongue twisters</li> <li>Learners sing songs using unison, rounds, and call and response</li> </ul>
<b>Grade 4 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of self in the society.</b></p> <p><b>Learners warm up the body:</b></p> <ul style="list-style-type: none"> <li>Do breathing exercises.</li> <li>Co-ordinate isolated body parts such as swinging of arms or swaying.</li> </ul> <p><b>Learners cool down and relax</b></p> <ul style="list-style-type: none"> <li>Lie down and do breathing exercise.</li> <li>Close eyes and visualize different moods and ideas.</li> <li>Express moods and ideas through movement.</li> </ul> <p><b>Week 3-4: Development of the Self.</b> Changes in boys and girls</p> <ul style="list-style-type: none"> <li>Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time</li> </ul>	<p><b>Week 7: Health and environmental responsibility.</b> Substance abuse. Social responsibility</p> <ul style="list-style-type: none"> <li>Group discussion: revise body percussion and rhythm games.</li> <li>Learners do short rhythm patterns using body percussion and the rhythms explored in the name game.</li> <li>Learners add body percussion to enhance the rhythm.</li> <li>Learners explore the following: clap hands, fingers, upper legs, etc.</li> <li>Learners focus on listening to each other's rhythms and mimicking each other, playing in unison, varying tempo and volume.</li> <li>Learners sing songs, in unison, in tune and in time to accompaniment of the group</li> </ul> <p><b>Week 8: World at work.</b> The rules of the workplace.</p> <ul style="list-style-type: none"> <li>Group discussion: Revise rhythm patterns and body percussion.</li> <li>Learners perform short rhythm patterns: use body percussion and the rhythms explored in the name game. Body percussion is added</li> </ul>

- Learners do voice warm up, use humming
- Learners do action songs to accompany physical warm-up.
- Learners do warm up: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc

**Week 5-6: Health and environmental responsibility.** Healthy eating & dietary habits

- Teacher demonstrates different rhythm patterns.
- Learners perform notated rhythm patterns, using body percussion.

**Definition of rhythm pattern:**

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

Two-beat meter:	STRONG-weak
Three-beat meter:	STRONG-weak-weak
Four-beat meter:	

to enhance the rhythm. Learners explore the following: clap hands, fingers, upper legs, etc.

- Learners focus on listening to each other's rhythms and mimicking each other, play in unison, vary tempo and volume.

**Week 9: World of Work.** History of money

- Learners warm-up the voice and sing songs (unison, rounds and call and response songs) in tune and in time
- Learners do voice warm up, using humming.
- Learners do action songs to accompany physical warm up.
- Learners do warm up activities: focus on breathing: e.g. 'paint with your breath', 'pant like a dog', etc.

**Grade 4 : Content : Improvise and create**

<ul style="list-style-type: none"> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, and slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Portray</b> characters and objects from stories using body shapes and sounds.</li> <li>• <b>Play</b> at being characters and objects in stories based on local events or told by the teacher.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Differentiate</b> between different characters in a story and their point of view.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Recognise</b> crotchet and minim note values and rests in a short melody.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</li> <li>• <b>Play</b> rhythm, clapping, skipping and singing games in pairs.</li> <li>• <b>Compose</b> and <b>present</b> a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.</li> <li>• <b>Recognise</b> time signatures such as four-four and three-four.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> <li>• <b>Begin</b> to see differences between self and the role being played.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> </ul>
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<ul style="list-style-type: none"> <li><b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li><b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li><b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</li> <li><b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li><b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> </ul>
<b>Grade 4 : First Year                      Activities, techniques, notes, etc.</b>	
<p><b>Week 1: Development of self in the society.</b></p> <p><b>Learners do locomotor movements:</b></p> <ul style="list-style-type: none"> <li>Walk, run, skip hop in different directions on own and with a partner</li> </ul> <p><b>Locomotor Movements</b> - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.</p> <p><b>Even Rhythm:</b></p>	<p><b>Week 3-4: Development of the Self.</b> Changes in boys and girls</p> <ul style="list-style-type: none"> <li>Learners create short scenes based on appropriate topics, focus on storyline</li> <li>Learners create appropriate characters: show differences between characters and character’s point of view in short scenes</li> </ul> <p><b>Week 5-6: Health and environmental responsibility.</b></p> <ul style="list-style-type: none"> <li>Healthy eating &amp; dietary habits</li> </ul>

<p><b>Walk</b> - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.</p> <p><b>Run</b> - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between run steps.</p> <p><b>Jump</b> - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land on one foot.</p> <p><b>Hop</b> - The hop requires a push-off from one foot and landing on the same foot.</p> <p><b>Leap</b> - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the and between the push off and the landing. Can be combined with a run or walk.</p> <p><b>Uneven Rhythm:</b></p> <p><b>Skip</b> - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long -short. Long (the step) and short (the hop).</p> <p><b>Gallop</b> - A forward movement where one foot leads the gallop while the other foot follows. The lead footsteps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long - short. Long (the step) and short (the landing).</p> <p><b>Slide</b> - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).</p>	<ul style="list-style-type: none"> <li>• Learners do rhythm patterns: use key words from selected topics such as people at work: 'woodcutter' chop-chop-chop, 'butcher' = slice-slice, and others</li> <li>• Learners use above examples to explore appropriate tempo and dynamics such as: 'chop-chop-chop' will be loud and fast, 'slice-slice' will be quiet and slow</li> <li>• Learners integrate the rhythm patterns explored in the previous activity into movements – explore levels, direction and weight</li> </ul> <ul style="list-style-type: none"> <li>• <b>Week 7: Health and environmental responsibility.</b> Substance abuse. Social responsibility Teacher demonstrates how to do interactive stories/</li> <li>• Learners perform Interactive story telling activities: listen and respond appropriately to partners, such as tell stories in pairs on 'my favourite food', accumulation stories, echo stories, etc.</li> </ul> <p><b>Different interactive storytelling activities:</b></p> <ul style="list-style-type: none"> <li>• <b>Co-constructed stories</b></li> <li>• <b>Shared stories</b></li> <li>• <b>Unfinished story</b></li> <li>• <b>Zoom stories</b></li> <li>• <b>Role played stories</b></li> <li>• <b>Analysed stories</b></li> <li>• <b>Shrunken stories</b></li> </ul>
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<p><b>Learners do non-locomotor movements:</b></p> <ul style="list-style-type: none"> <li>Reach, bend, rise on their own and with a partner</li> </ul> <p><b>Non Locomotor</b> - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non-locomotor movements can be combined with locomotor movements such as a walk and arm swing.</p> <p><b>Swing</b> - a pendular motion of a body part that can move forward and backward or side to side.</p> <p><b>Twist</b> - a partial rotation of body parts around an axis</p> <p><b>Turn</b> - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns</p> <p><b>Shake</b> - a short quick vibrating movement in a body part or the whole body.</p> <p><b>Bend</b> - a flex of a body part at a joint</p> <p><b>Stretch</b> - extending a body part or the whole body</p> <p><b>Wiggle</b> - a small or big, fast or slow curvy movement of a body part or the whole body.</p> <p><b>Rock or sway</b> - shift of the body weight forward, backward, side to side or in a circular pathway</p>	<ul style="list-style-type: none"> <li><b>Debriefed stories</b></li> <li><b>Summarized stories</b></li> <li><b>Prompted stories</b></li> </ul> <p><b>Week 8: World at work.</b> The rules of the workplace.</p> <ul style="list-style-type: none"> <li>Group discussion: revise locomotor and non-locomotor movements.</li> <li>Learners do locomotor movements: walk, run, skip, hop in different directions on own and with a partner</li> <li>Learners do non-locomotor movements: reach, bend, rise on their own and with a partner</li> </ul>
<p><b>Grade 4 : Second Year</b></p>	<p><b>Activities, techniques, notes, etc.</b></p>



<p><b>Week 1: Development of self in the society.</b></p> <p><b>Learners do locomotor movements:</b></p> <ul style="list-style-type: none"> <li>• Skip/gallop forwards, backwards, sideways and turn in different pathways (diagonal, circles, S-shapes, etc.)</li> </ul> <p><b>Learners do non locomotor movements:</b></p> <ul style="list-style-type: none"> <li>• Bend, rise, reach, co-ordinate arms and legs in time to music</li> </ul> <p><b>Week 3-4: Development of the Self.</b> Changes in boys and girls</p> <ul style="list-style-type: none"> <li>• Group discussion on what a drama game is and the different drama games that can be performed.</li> <li>• Learners take part in drama games: develop interaction and cause and effect such as counting games, name games, etc.</li> </ul> <p><b>Drama games: Definition</b></p> <p>Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end</p>	<ul style="list-style-type: none"> <li>• <b>Plot games</b> can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings.</li> <li>• <b>Trust games</b> are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group.</li> </ul> <p><b>Voice games.</b> The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill. Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression.</p> <ul style="list-style-type: none"> <li>• <b>Week 5-6: Health and environmental responsibility.</b> Healthy eating &amp; dietary habits Teacher demonstrates how to play rhythm patterns on percussion instruments.</li> <li>• Group discussion on different percussion instruments.</li> <li>• Play rhythm patterns and simple polyrhythms in 2, 3 or 4 time on percussion instruments.</li> </ul> <p><b>Definition of percussion instrument:</b></p>
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plenary. They are a platform for further development and are never meant to be the whole session on their own.

### Different drama games

- **Character games** are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character.
- **Concentration games** have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.
- **Energy Games.** The energy of your class is really important and as the conductor of those dynamics you will need tools to help you to do this. Energy games are just the thing you need to help a group gain momentum, exaggerate and gain physical awareness.
- **Getting to know the group games.** For a group to work successfully together in Drama they need to feel comfortable in each other's company and trust each other. Relationships are very important within a positive and successful learning environment.
- **Group cohesion games.** When a group cohesion is strong you can achieve amazing things in the classroom.

A **percussion instrument** is a [musical instrument](#) that is sounded by being struck or scraped by a [beater](#) (including attached or enclosed beaters or [rattles](#)); struck, scraped or rubbed by hand; or struck against another similar instrument.



### Examples of percussion instruments:

**Week 7: Health and environmental responsibility.** Substance abuse. Social responsibility

- Group discussion on what Role play is and how to do a Role Play.
- Learners perform a Role play with a beginning, middle and end, using stimulus e.g. South African poem, story, song or picture
- Learners portray character and objects in the role play, use observation, imitation and exaggeration

**Week 8: World at work.** The rules of the workplace.

- Group discussion: revise locomotor and non-locomotor movements.




<ul style="list-style-type: none"> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li>• <b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Think</b> about and <b>show</b> how people and animals move.</li> <li>• <b>Collaborate</b> in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods</li> <li>• <b>Participate</b> in simple dances based on formations and patterns.</li> <li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li> <li>• <b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</li> <li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li> <li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li> <li>• <b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Display</b> observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.</li> <li>• <b>Focus</b> on music from a variety of South African forms: <ul style="list-style-type: none"> <li>○ improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;</li> <li>○ plays simple rhythmic patterns on a drum or equivalent;</li> <li>○ explores and uses drum hand techniques such as base slap, open slap, muffle;</li> </ul> </li> <li>• <b>Begin</b> to see differences between self and the role being played.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> </ul>
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Grade 4 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of self in the society.</b></p> <ul style="list-style-type: none"> <li>Teacher discusses positive personal qualities that learners have.</li> <li>Each learner get a chance to dramatise his/her best personal quality.</li> <li>Brief discussion on what the positive personal quality was that was mimed by the learner.</li> <li><i>Mime exercises help further develop oral expression and self-esteem. By using attentiveness, students further develop their observational skills through focus and detail.</i></li> <li><b>Different positive personal qualities:</b> adaptable; adventurous; affable; affectionate; agreeable; ambitious; amiable; amicable; amusing; brave; bright; broad-minded; calm; careful; charming; communicative; compassionate; conscientious; considerate; convivial; courageous; courteous; creative; decisive; determined; diligent; diplomatic; discreet; dynamic; easy-going; emotional; energetic; enthusiastic; exuberant; fair-minded; faithful; fearless; forceful; frank; friendly; funny; generous; gentle; good; gregarious; hard-working; helpful; honest; humorous; imaginative; impartial; independent; intellectual; intelligent; intuitive; inventive; kind; loving; loyal; modest; neat; nice; optimistic; passionate; patient; persistent; pioneering; philosophical; placid; plucky; polite; powerful; practical; pro-active; quick-witted; quiet; rational; reliable; reserved;</li> </ul>	<p><b>Week 3-4: Development of the Self.</b> Changes in boys and girls</p> <ul style="list-style-type: none"> <li>Group discussion by teacher about different dances for boys and girls.</li> <li>Group discussion on different costumes for different dances.</li> </ul> <p>Create a dance to show the difference between boys and girls for example ballet and gumboot</p> <p><b>Week 5-6: Health and environmental responsibility.</b></p> <ul style="list-style-type: none"> <li>Healthy eating &amp; dietary habits</li> <li>Group discussion on different indigenous South African dances.</li> <li>Teacher shows DVD's or pictures of different indigenous South African dances.</li> <li>Learners learn movements from a South African dance, such as gumboot dancing, and others</li> </ul> <p><b>Examples of indigenous South African dances:</b></p> <ul style="list-style-type: none"> <li>Gumboot dance</li> <li>Xibelani dance or shibelani dance</li> <li>Zulu reed dance</li> <li>Kwaito</li> <li>Hip-hop</li> </ul>

<p>resourceful; romantic; self-confident; self-disciplined; sensible; sensitive; shy; sincere; sociable; straightforward; sympathetic; thoughtful; tidy; tough; unassuming; understanding; versatile; warm-hearted; willing; witty</p>	<p><b>Week 7: Health and environmental responsibility.</b> Substance abuse. Social responsibility</p> <ul style="list-style-type: none"> <li>• Group discussion: revise what Role Play is and how to do a Role Play.</li> <li>• Learners perform a role play about an event the learners in the class may be going to, for example a beauty pageant.</li> <li>• Learners use appropriate clothes and decorations for the Role Play.</li> </ul>
<p><b>Grade 4 : Second Year</b> <b>Activities, techniques, notes, etc.</b></p>	
<p><b>Week 1: Development of self in the society.</b></p> <p><b>Movement sentences:</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates to learners what a movement sentence is.</li> <li>• Teacher revises different positive qualities and emotions.</li> <li>• Learners use props, including a large variety of objects for example cans, stones, newspapers, materials, chairs and balls to demonstrate various positive qualities or emotions in a movement sentence.</li> </ul> <p><b>Imagery</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates to learners what imagery is.</li> <li>• Learners use imagery such as crawl like a worm, slither like a snake, fly like a bird.</li> </ul>	<p><b>Week 3-4: Development of the Self.</b> Changes in boys and girls</p> <ul style="list-style-type: none"> <li>• Group discussion on different roles of boys and girls and how to show it in a song and dance routine</li> <li>• Demonstration by teacher or DVD showing the basic steps of different dance routines.</li> <li>• Learners perform a song and dance routine in pairs – boys and girls to show the different roles of boys and girls</li> </ul> <p><b>Week 5-6: Health and environmental responsibility.</b></p> <ul style="list-style-type: none"> <li>• Healthy eating &amp; dietary habits</li> <li>• Group discussion on different South African music styles.</li> <li>• Teacher plays DVD's or CD's with different South African music styles.</li> </ul>

<p><b>Definitions:</b></p> <ul style="list-style-type: none"> <li>• <b>Movement Idea:</b> A created movement that results from a thought or other motivation.</li> <li>• <b>Movement Patterns:</b> Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern.</li> <li>• <b>Movement Phrase:</b> A sequence of dance movements making up part of a choreographic pattern. A dance phrase.</li> <li>• <b>Movement Sentence:</b> a Combination of movements such as run-stop-turn-reach-drop, to demonstrate a certain emotion or idea as part of a dance phrase.</li> <li>• <b>Movement Sequence:</b> Movements linked together to form a series much like words linked together to form sentences, paragraphs and essays.</li> <li>• <b>Imagery:</b> the use of words, pictures or gestures to describe ideas or actions in poems, books or dramas.</li> </ul> <p><b>Imagery:</b> uses the voice, gesture and body shape to illustrate certain images in dramas. Imaginative use of simple props as stimulus material show ho the same object can represent different things and different moods. Imagery can also be used to express feelings and thoughts.</p>	<ul style="list-style-type: none"> <li>• Learners listen to South African music (indigenous and western) focus on rhythm and beat, 2, 3 or 4 time</li> <li>• Learners learn and combine movements from a South African dance e.g. Indian dance, Pantsula, with appropriate music</li> </ul> <p><b>Examples of South African music styles:</b></p> <ul style="list-style-type: none"> <li>• Classical music</li> <li>• South African Hip-hop</li> </ul> <p>South African Jazz</p> <p><b>Week 7: Health and environmental responsibility.</b> Substance abuse. Social responsibility</p> <ul style="list-style-type: none"> <li>• Group discussion: Revise different cultural songs and dances. Learners perform a cultural song and dance that can be performed at a specific ceremony for example a wedding of Freedom Day.</li> </ul>
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VISUAL ARTS GRADE 4 Term 1			
Week	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc.
2	<b>Development of the Self</b> Understanding Emotions  VISUAL ARTS  Create in 3D	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to make a stress ball.</li> <li>• Learners make their own stress ball and decorate stress ball with a specific emotion.</li> </ul>  <p><b>How to make a stress ball:</b></p> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Flour</li> <li>• Party balloons</li> <li>• Glue</li> <li>• Empty juice bottle</li> <li>• Funnel</li> <li>• Moist paper towels</li> </ul> <p><b>Instructions:</b></p> <ul style="list-style-type: none"> <li>• Add a funnel on top of a clean, empty juice bottle.</li> <li>• Add 3/4 cups of flour to the funnel then, lightly tap the juice bottle, so the flour goes down.</li> </ul>



**VISUAL ARTS GRADE 4 Term 1**

- Find 3 balloons of the same colour. Blow the 1st balloon up and twist the opening 4 to 5 times so the air is trapped inside.
- Stretch the opening of the balloon and secure to the opening of the juice bottle. Release the balloon, Transfer the flour inside the balloon by turning the bottle upside down and squeezing the bottle to get the flour moving. making sure that the air doesn't escape.
- Pinch the neck of the balloon and release it from the bottle.
- Let go of the neck of the balloon and stop before the flour comes out. Try to release any trapped gas by pinching the base of the balloon.
- Place it on a flat surface and allow the flour to settle inside.
- Make a cut at the base of the neck of the balloon exposing the flour inside.
- Take the second balloon and cut the base of the neck.
- Stretch-open the balloon with the hands and place it over the top of the balloon with the flour.
- Make sure that it covers most of the surface of the first balloon.

## VISUAL ARTS GRADE 4 Term 1

			<ul style="list-style-type: none"> <li>• Tug on the edges of the second balloon to even out the surface and add some glue under the edges to secure it in place.</li> <li>• Take the third balloon, repeat the same steps.</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• To make the balloon look even more interesting, take a balloon of a different colour and cut the neck and make holes at the sides.</li> <li>• Place the balloon on top of the ball and match one of the holes to the opening of the last balloon.</li> </ul>
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrates how to paint on stones.</li> <li>• Teacher shows examples of painted stones.</li> <li>• Learners paint different emotions on stones.</li> </ul>  <p><b>How to Paint Rocks Step-by-Step</b></p> <ul style="list-style-type: none"> <li>• Look for smooth rounded stones. River stones are best. Craft stores will also have a variety of stones.</li> </ul>

## VISUAL ARTS GRADE 4 Term 1

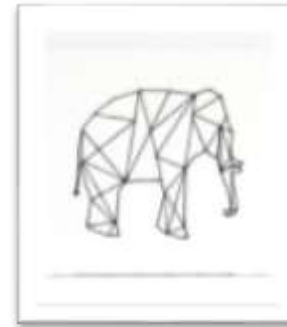
		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Make sure the stones are nice and clean. Wash it off with some warm water and soap and pat it dry. It can also be scrubbed it with an old toothbrush.</li> <li>• Some stones have rough patches on them that will make painting a little more difficult. Sand it down with sandpaper, starting with 100 grit and moving to 150 and 220 grit until the patch is gone.</li> <li>• Draw the design onto the rock. Draw it on a piece of paper beforehand to perfect it. Use a pencil, chalk, or soapstone to put in on the rock. Be sure not to draw it in too heavy since it can show through the paint.</li> <li>• Start painting! Be patient and move from the biggest parts of the design to the smallest, letting each coat dry before moving on. Use a hairdryer to dry the paint faster.</li> <li>• Once the design is painted, use a sealer and add a coat or two.</li> </ul> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Paints – water-based or acrylic</li> <li>• Fine Point Markers</li> <li>• Sealer</li> </ul>
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## VISUAL ARTS GRADE 4 Term 1

			<ul style="list-style-type: none"> <li>• Newspaper or other Protective Covering for the Table</li> <li>• Paint Palette</li> <li>• Paint brushes</li> <li>• Glue</li> </ul>
3-4	<p>VISUAL ART</p> <p><b>Development of the Self</b></p> <p>Changes in boys and girls</p> <p>Create in 2D</p>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Demonstrate</b> active involvement in individual and group art-making activities and an ability to share art-making equipment.</li> <li>• <b>Discover</b> simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</li> <li>• <b>Use</b> imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</li> <li>• <b>Explore</b> the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.</li> <li>• <b>Engage</b> in creative art processes: <ul style="list-style-type: none"> <li>○ present images of own world in various media;</li> </ul> </li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher shows photos and pictures of action pictures.</li> <li>• Teacher revises primary and secondary colours.</li> <li>• Learners paint pictures of self with others in action (run, jump, dance, etc.) and discuss primary and secondary colours, cool and warm colours, shape and line.</li> <li>• Teacher shows examples of pictures and photos of patterns using geometric shapes.</li> <li>• Learners create patterns using geometric shapes;</li> </ul> <div data-bbox="1260 1006 1533 1347"> </div> <div data-bbox="1575 1071 1911 1429"> </div>

## VISUAL ARTS GRADE 4 Term 1

- use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
- **Paint** pictures of self with others in action (run, jump, dance, etc.) and **discuss** primary and secondary colours, cool and warm colours, shape and line
- **Create** patterns using geometric shapes; discuss rhythm and repetition



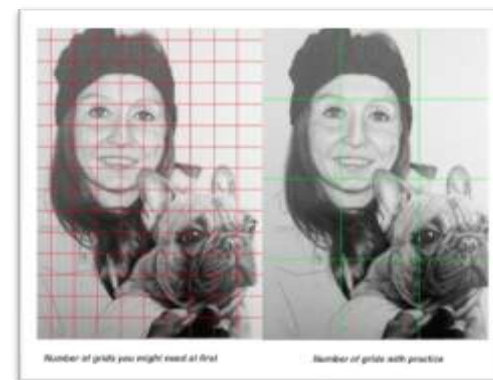
## VISUAL ARTS GRADE 4 Term 1


### Grade 4 : Second Year

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.
- **Engage** in creative art processes:
  - present images of own world in various media;
  - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and

### Grade 4 : Second Year

- Teacher discusses techniques that can be used to paint a portrait from a photo.
- Learners draw or paint a portrait of a friend. Learners look at a photograph; focus on the shape of the eyes, mouth, ears, etc. Learners are encouraged to draw what they see



VISUAL ARTS GRADE 4 Term 1			
		<p>three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Paint</b> pictures of self with others in action (run, jump, dance, etc.) and <b>discuss</b> primary and secondary colours, cool and warm colours, shape and line</li> <li>• <b>Create</b> patterns using geometric shapes; discuss rhythm and repetition</li> </ul>	
5-6	<b>Health and environmental responsibility</b>  Healthy eating & dietary habits	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher commences the lesson by providing visual stimulus to learners.</li> <li>• Learners observe photographs and objects related the 2D and 3D artworks the learners created.</li> <li>• Learners discuss and explore art elements such as line, primary and secondary colours.</li> </ul>

VISUAL ARTS GRADE 4 Term 1			
	Visual literacy	<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners discuss the emotions that pictures evoke.</li> </ul>
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Learners use visual stimulus for example art works and photographs to identify and name art elements.</li> <li>• Learners use artworks and visual stimuli to relate to their own work</li> </ul>
	VISUAL ART	<b>Grade 4 : First Year</b>	<b>Grade 4 : First Year</b>




## VISUAL ARTS GRADE 4 Term 1

	Create in 3D	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration by teacher on working with polymer clay.</li> <li>• Teacher shows DVD's and photos to show different containers made by polymer clay.</li> <li>• Learners use polymer clay to make and decorate containers;</li> <li>• Teacher discusses pattern, geometric shape, line, surface texture and correct joining techniques</li> </ul> <p><b>Examples of containers made by clay:</b></p> <div data-bbox="1297 743 1495 1003" data-label="Image"> </div> <div data-bbox="1705 743 1923 990" data-label="Image"> </div> <p><b>Materials:</b></p> <ul style="list-style-type: none"> <li>• Polymer clay</li> </ul>
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## VISUAL ARTS GRADE 4 Term 1

			<ul style="list-style-type: none"> <li>• X-acto blade, razor blade, or bendable clay cutting tool</li> <li>• A needle or needle tool</li> <li>• A toothbrush or sandpaper</li> <li>• Dotting tools</li> <li>• A roller</li> <li>• Tin foil</li> <li>• A proper work surface</li> <li>• A baking dish</li> <li>• Clay glaze</li> </ul>
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Demonstration by teacher on working with polymer clay.</li> <li>• Teacher shows DVD's and photos to show different containers made by polymer clay.</li> <li>• Learners create polymer clay animals, dragons or pinch pots.</li> <li>• Teacher discusses art elements: shape/form, texture</li> </ul>



VISUAL ARTS GRADE 4 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher demonstrates simple modelling techniques: rolling, pinching, modelling; include surface textural treatment</li> <li>• Group discussion on the use of tools: safety, consideration of others, sharing resources.</li> </ul> <p>Materials:</p> <ul style="list-style-type: none"> <li>• Polymer clay</li> <li>• X-acto blade, razor blade, or bendable clay cutting tool</li> <li>• A needle or needle tool</li> <li>• A toothbrush or sandpaper</li> <li>• Dotting tools</li> <li>• A roller</li> <li>• Tin foil</li> <li>• A proper work surface</li> <li>• A baking dish</li> <li>• Clay glaze</li> </ul> 
8	VISUAL ARTS  <b>World at work</b>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, and posters with examples of posters with motivational quotes.</li> <li>• Group discussion on various motivational quotes that can be used.</li> </ul>



## VISUAL ARTS GRADE 4 Term 1

	<p>The rules of the workplace</p> <p>Create in 2D</p>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> active involvement in individual and group art-making activities and an ability to share art-making equipment.</li> <li>• <b>Discover</b> simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</li> <li>• <b>Use</b> imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</li> <li>• <b>Explore</b> the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.</li> <li>• <b>Engage</b> in creative art processes:             <ul style="list-style-type: none"> <li>○ present images of own world in various media;</li> <li>○ use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.</li> </ul> </li> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on:             <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a small poster with a motivational quote that can be hung in an office.</li> </ul> 
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## VISUAL ARTS GRADE 4 Term 1


		<ul style="list-style-type: none"> <li>• <b>Paint</b> pictures of self with others in action (run, jump, dance, etc.) and <b>discuss</b> primary and secondary colours, cool and warm colours, shape and line</li> <li>• <b>Create</b> patterns using geometric shapes; discuss rhythm and repetition</li> </ul>	
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Demonstrate</b> active involvement in individual and group art-making activities and an ability to share art-making equipment.</li> <li>• <b>Discover</b> simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</li> <li>• <b>Use</b> imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</li> <li>• <b>Explore</b> the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional and three-dimensional work.</li> <li>• <b>Engage</b> in creative art processes: <ul style="list-style-type: none"> <li>○ present images of own world in various media;</li> <li>○ use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.</li> </ul> </li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, and posters with examples of canvasses with pictures.</li> <li>• Learners crebate a picture on canvass that can be hanged in an office.</li> </ul>

## VISUAL ARTS GRADE 4 Term 1

		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional and three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> </ul> </li> <li>• <b>Paint</b> pictures of self with others in action (run, jump, dance, etc.) and <b>discuss</b> primary and secondary colours, cool and warm colours, shape and line</li> <li>• <b>Create</b> patterns using geometric shapes; discuss rhythm and repetition</li> </ul>	
9	<p>VISUAL ARTS</p> <p><b>World of Work</b></p> <p>History of money</p> <p>Create in 3D</p>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher demonstrate how to fold a sculpture using bank notes.</li> <li>• Teacher show video's, DVD's and photos of different sculpture and the method how to fold the sculpture.</li> <li>• Learners use bank notes to create a sculpture for example a cubus.</li> </ul> 

## VISUAL ARTS GRADE 4 Term 1

		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul> <p><b>Show</b> spontaneity and a creative attitude in art activities</p>	
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion on what origami is.</li> <li>• Teacher demonstrates how to fold an origami sculpture.</li> <li>• Teacher shows DVD's, pictures or illustrations of various origami articles and how to fold the article.</li> <li>• Learners use bank notes to create an origami sculpture for example an origami heart.</li> </ul>

VISUAL ARTS GRADE 4 Term 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Origami</b> (from <i>ori</i> meaning "folding", and <i>kami</i> meaning "paper" is the <a href="#">art</a> of paper folding, which is often associated with Japanese culture. In modern usage, the word "origami" is used as an inclusive term for all folding practices, regardless of their culture of origin. The goal is to transform a flat sheet square of paper into a finished sculpture through folding and sculpting techniques. Modern origami practitioners generally discourage the use of cuts, glue, or markings on the paper. The small number of basic <a href="#">origami folds</a> can be combined in a variety of ways to make intricate designs.</p> 
<p>10</p> <p>Assessment</p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			



3.20. Grade 4: Term 2

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 4 : Term 2	
<p><b>Content : Warm up and play</b></p> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs, rounds and response songs in a choir to warm up the voice</li> <li>• <b>Sing</b> and <b>hum</b> to warm up the voice.</li> <li>• <b>Follow</b> a warm up ritual to accompany physical warm up using action songs.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>

PERFORMING ARTS	
Grade 4 : Term 2	
<ul style="list-style-type: none"> <li>• <b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Recognise</b> crotchet and minim note values and rests in a short melody.</li> <li>• <b>Compose</b> and <b>present</b> a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.</li> </ul>
<b>Activities, techniques, notes, etc.</b>	<b>Grade 4 : First Year</b>
<b>Week 1: Development of self in the society.</b> Personal experience of working in a group	<b>Week 4-6: Health and environmental responsibility.</b> Food, hygiene and storage. <ul style="list-style-type: none"> <li>• Group discussion: revise locomotor and non-locomotor movements.</li> </ul>

## PERFORMING ARTS

### Grade 4 : Term 2

#### Learners warm up the body:

- Do contrasting movements: use verbal and sound signals such as “Freeze!”, “Go!”, “up!”.
- Do different breathing exercises: Stand upright in a relaxed manner. Take deep breaths slowly. Bend forward and touch the ground while breathing out. Repeat several times.

#### Learners cool down and relax:

- Lie down and repeat the breathing exercise while relaxing the muscles.
- Express moods and ideas through movement such as floating on a cloud, feeling sleepy etc.

#### Week 3: Development of the Self. Good leaders / good followers

- Learners warm up the voice:
- Learners develop articulation (lips, tongue, jaw) through imaginative play. Use lots of different sound while playing for example saying “chchch” as the train passes by or “baa” goes the sheep.

- Learners do locomotor movements: marching, leaping, jumping, galloping, turning on their own and with a partner
- Learner do non-locomotor movements: rolling, swinging, stretching alone and with a partner

**Week 8: World at work.** Value and importance of work in fulfilling personal needs and potential.

- Learners warm up by doing breathing and relaxation exercises.
- Learners do imaginative breathing exercises (such as ‘painting’ imaginary pictures, inspired by music, with the breath).

**Week 9: World of Work.** How to use money wisely: wants and needs.

- Revise different rhythm patterns.
- Learners warm up the voice: rhythm games that focus on listening skills.
- Rhythms games: recall contrasting rhythm patterns

PERFORMING ARTS	
Grade 4 : Term 2	
<ul style="list-style-type: none"> <li>Learners play percussion instruments and/or body percussion in time to music and/or class songs.</li> </ul> <p>Articulation (pronunciation and talking) is the ability to physically move the tongue, lips, teeth and jaw to produce sequences of speech sounds, which make up words and sentences.</p>	
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p><b>Week 1: Development of self in the society.</b> Personal experience of working in a group</p> <ul style="list-style-type: none"> <li>Do breathing exercises.</li> <li>Focus on posture, alignment of knees over the middle toe's when bending and pointing feet.</li> <li>Develop control, co-ordination, balance and elevation in jumping actions with soft landing.</li> </ul> <p><b>Learners cool down and relax</b></p> <ul style="list-style-type: none"> <li>Lie down and do breathing exercise.</li> <li>Close eyes and visualize colour as a stimulus.</li> </ul> <p><b>Week 3: Development of the Self.</b> Good leaders / good followers</p>	<p><b>Week 4-6: Health and environmental responsibility.</b> Food, hygiene and storage.</p> <ul style="list-style-type: none"> <li>Group discussion: revise locomotor and non-locomotor movements.</li> <li>Learners do locomotor and non-locomotor movements with co-ordinated arm movements in time to music</li> </ul> <p><b>Week 8: World at work.</b> Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> <li>Group discussion: revise different creative games.</li> <li>Learners perform creative games combining music and movement (e.g. physical movements to describe high/low notes), mimicking of sounds in the environment combined with appropriate movements.</li> </ul>

## PERFORMING ARTS

### Grade 4 : Term 2

- Learners warm up the voice: focus on articulation and vocal tone.
- Learners use rhymes, songs, creative games and tongue twisters.
- Learners use sensory awareness: touch, taste, smell, hearing and sight in dramatic activities such as blindfold activities and broken telephone game etc.

- Learners use verbal dynamics to depict wind blowing in the trees, the high and lows of a theme park adventure ride.
- Learners do action songs where they must touch their toe's knees, noses, etc.

**Week 9: World of Work.** How to use money wisely: wants and needs.

- Learners revise different rhythm patterns.
- Group discussion: contrasting rhythms patterns.
- Learners warm-up the voice rhythm games – listening skills, recall contrasting rhythm patterns, use different timbres.

#### Content : Improvise and create

- **Convey** feelings and ideas through facial expression and gesture.
- **Express** and **describe** feelings in response to a drama, story or event.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.

- **Sing** and/or **play** South African songs from various cultures with appropriate rhythm, tempo and dynamics.
- **Interpret** images, sounds, and textures through movement.
- **Experiment** with combining voice and body in sound and movement.
- **Create** sound effects to accompany stories told by the teacher.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Imitate** a variety of natural sounds in own environment.
- **Experiment** with different sounds to accompany fables and stories as sound effects.

## PERFORMING ARTS

### Grade 4 : Term 2

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| <ul style="list-style-type: none"> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> <li>• <b>Begin</b> to see differences between self and the role being played.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Use</b> own imagination and fantasy stories to create sounds.</li> <li>• <b>Imitate</b> natural and mechanical sounds to create sound effects. explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> sounds in a free rhythm to build up sound pictures to accompany stories or dances.</li> <li>• <b>Create</b> and <b>present</b> melodies using voice and found and natural instruments to demonstrate difference in pitch and note values.</li> <li>• <b>Sing</b> and/or <b>play</b> an instrument in a group with appropriate rhythm, pitch and dynamics in any genre of music.</li> <li>• <b>Focus</b> on music from a variety of South African forms:</li> <li>• <b>Improvise</b> and <b>create</b> music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Compose</b> and <b>present</b> a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.</li> <li>• <b>Build</b> own movement vocabulary using:</li> </ul> |
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## PERFORMING ARTS

### Grade 4 : Term 2

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| <ul style="list-style-type: none"> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> <li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Participate</b> in musical call and response games and activities.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments.</li> </ul> | <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li>• <b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Think</b> about and <b>show</b> how people and animals move.</li> <li>• <b>Collaborate</b> in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</li> </ul> |
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Activities, techniques, notes, etc.

Grade 4 : First Year

## PERFORMING ARTS

### Grade 4 : Term 2

**Week 1: Development of self in the society.** Personal experience of working in a group

- Demonstration by teacher: different drama techniques that can be used.
- Group discussion: what kind of thoughts and feelings each character may have.
- Learners use drama techniques to explore characters' thoughts and feelings, e.g. the drama is frozen and each character in turn is tapped on the shoulder, and asked to reveal what she/he is feeling at that moment, etc.

#### What is a drama technique?

Drama strategies- also known as drama techniques or drama conventions – are the everyday tool of the drama teacher. They help to develop enquiry skills, to encourage negotiation, understanding and creativity. They can enhance performance skills such as character development and storytelling and be used across the curriculum to actively involve students in their own learning.

#### Examples of drama techniques:

**Week 3: Development of the Self.** Good leaders / good followers

- Group discussion: revise what Role-play is and how to do a Role-play.
- Learners perform a Role-play related to selected topics or stories told by the teacher.
- Learners work with a partner in role and switch roles.

**Week 4-6: Health and environmental responsibility.** Food, hygiene and storage.

- Group discussion on dynamics in songs such as loud and soft, slow and fast.
- Teacher plays DVD's or CD's to explain different dynamics in songs and music.
- Group discussion on choice of songs to perform.
- Learners perform songs: focus on dynamics such as: loud and soft, slow and fast

**Week 8: World at work.** Value and importance of work in fulfilling personal needs and potential.

- Group discussion on different sounds that can be used in a sound picture.



## PERFORMING ARTS

### Grade 4 : Term 2

<b>VOICE</b>		<ul style="list-style-type: none"> <li>Group discussion on sounds that can be used for a specific theme.</li> <li>Learners create sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found instruments)</li> </ul> <p><b>Week 9: World of Work.</b> How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> <li>Learners revise rhythm patterns.</li> <li>Learners revise locomotor movements</li> <li>Learners perform rhythm patterns combined with locomotor movements such as clapping the rhythm of pony gallops, marching, skipping, etc.</li> </ul>
Pitch	The highness or lowness of a sound	
Pace	The rate at which words are spoken	
Pause	Where sound stops, how often and for how long	
Projection	Enables audience to hear the voice	
Volume	How loudly/softly the words are spoken	
Articulation	Clarity of voice	
Tone	The feeling/emotion in the voice	
Cueing	When to speak	
Inflection	The rise and fall of a voice	
Accent	Particular to a country/society/culture	
Breathing	To allow a controlled use of voice, to convey a feeling e.g. a sigh or gasp	
Repetition	Repeating a sound or words for emphasis	
Emphasis	Choosing to stress particular words to convey meaning	
<b>BODY</b>		

## PERFORMING ARTS

### Grade 4 : Term 2

Posture	Stance, way of standing	
Gesture	Movement of any part of the body to express idea, feeling or mood	
Body awareness	Ability to select appropriate use of body on stage, choosing to use the whole body, or isolated parts of the body expressively	
Facial expression	Using the face to show mood, emotion, feeling and responses	
Eye contact	Establishing eye contact with another actor or the audience	
<b>MOVEMENT</b>	Fast or slow tempo, when you move (kinaesthetic response),	
Duration	Length of movement	
Direction	Where you are going: forwards, backwards, diagonal, sideways	
Energy	How you move, the amount of force, the mood expressed through movement	
Ensemble	Awareness moving as part of a group, proximity to other actors, responding to other actors' movement	

PERFORMING ARTS		
Grade 4 : Term 2		
Pathways	The pattern of movement you create in the space, e.g. curved, straight or zig-zag pathways	
Repetition	Repeating a movement or recycling a movement for emphasis	
Activities, techniques, notes, etc.                      Grade 4 : Second Year		
<p><b>Week 1: Development of self in the society.</b> Personal experience of working in a group</p> <ul style="list-style-type: none"><li>Group discussion: different themes from the environment that can be used in classroom dramas.</li><li>Group discussion: different themes of own life that can be used in classroom dramas.</li><li>Learners create and perform a classroom dramas: express feelings and portray themes from the environment and own life such as ‘collecting rubbish in the neighbourhood’, etc.</li></ul> <p><b>Week 3: Development of the Self.</b> Good leaders / good followers</p> <ul style="list-style-type: none"><li>Teacher reads a story that is related to a specific topic.</li><li>Group discussion on what appropriate endings may be for the existing story.</li><li>Group discussion on the different characters in every group.</li></ul>		<ul style="list-style-type: none"><li>Group discussion on choice of songs to perform.</li><li>Learners interpret and rehearse South African songs: rounds, call and response</li></ul> <p><b>Week 8: World at work.</b> Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"><li>Group discussion: different pitch and note values.</li><li>Group discussion: appropriate songs to sing to demonstrate difference in pitch and note values.</li><li>Learners sing songs to demonstrate difference in pitch and note values, using voice and found and natural instruments.</li></ul> <p><b>Week 9: World of Work.</b> How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"><li>Learners revise movement sentences.</li></ul>

PERFORMING ARTS	
Grade 4 : Term 2	
<ul style="list-style-type: none"> <li>Learners dramatize in groups: Learners use the existing story based on appropriate topics, to develop own endings.</li> </ul> <p><b>Week 4-6: Health and environmental responsibility.</b> Food, hygiene and storage.</p> <ul style="list-style-type: none"> <li>Teacher plays DVD's and CD's to introduce learners to different South African songs.</li> <li>Demonstration by teacher on how to perform songs: rounds and call and response games.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion: selection of topic and group.</li> <li>Learners perform a movement sentence showing beginning, middle and end on a selected topic working in small group</li> </ul>
<p><b>Content : Perform and reflect</b></p> <ul style="list-style-type: none"> <li><b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li><b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li><b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li><b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li><b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li><b>Use</b> the voice and body imaginatively in drama exercises and games.</li> </ul>	<ul style="list-style-type: none"> <li><b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li><b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li><b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li><b>Express</b> own personal sense of identity and uniqueness in any art form.</li> <li><b>Interpret</b> words, poems, stories and ideas through play, fantasy and the imagination.</li> <li><b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li><b>Participate</b> in simple dances based on formations and patterns.</li> </ul>

PERFORMING ARTS	
Grade 4 : Term 2	
<ul style="list-style-type: none"> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Work</b> co-operatively with partners, improvising and composing dance sequences.</li> <li>• <b>Participate</b> in simple dances based on formations and patterns.</li> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> <li>• <b>Identify</b> and <b>sing</b> songs from different situations and <b>talk</b> about them (e.g. working, skipping, game songs).</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Use</b> own compositions of poetry and song to draw attention to current social and environmental issues.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li> <li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li> <li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li> <li>• <b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> </ul>
Activities, techniques, notes, etc. <b>Grade 4 : First Year</b>	
<b>Week 3: Development of the Self.</b> Good leaders / good followers <ul style="list-style-type: none"> <li>• Group discussion: what is good leadership.</li> <li>• Learners give examples of good leadership.</li> <li>• Learners dramatise a situation where good leadership is shown for example where learners want to go to a forbidden place and one learner has the courage to say no.</li> </ul>	<b>Week 8: World at work.</b> Value and importance of work in fulfilling personal needs and potential. <ul style="list-style-type: none"> <li>• Group discussion: revise mime activities.</li> <li>• Group discussion: different jobs at school.</li> <li>• Learners mime different jobs at school.</li> </ul>

PERFORMING ARTS	
Grade 4 : Term 2	
<p><b>Week 4-6: Health and environmental responsibility.</b> Food, hygiene and storage.</p> <ul style="list-style-type: none"> <li>Teacher plays DVD's and shows pictures about food to identify the difference between good and bad food.</li> <li>Group discussion on how to compose a song about a specific topic.</li> <li>Group discussion to select or compose a song about food.</li> <li>Learners sing a song about food to identify the difference between good and bad food.</li> </ul>	<p><b>Week 9: World of Work.</b> How to use money wisely: wants and needs.</p> <ul style="list-style-type: none"> <li>Group discussion: selection of song to perform the dance on.</li> <li>Group discussion: different formation and patterns that will be used in the dance.</li> <li>Learners create own dance on a song about money or work.</li> </ul>
<p><b>Activities, techniques, notes, etc.                      Grade 4 : Second Year</b></p>	
<p><b>Week 3: Development of the Self.</b> Good leaders / good followers</p> <ul style="list-style-type: none"> <li>Group discussion: what is bad leadership.</li> <li>Group discussion: learners give examples of bad leadership and consequences of bad leadership.</li> <li>Learner dramatize through drama and dance a situation where bad leadership has consequences</li> </ul> <p><b>Week 4-6: Health and environmental responsibility.</b> Food, hygiene and storage.</p> <ul style="list-style-type: none"> <li>Teacher shows DVD's and reads poems about food to help learners with the composition of their own poem.</li> <li>Group discussion on how to create a poem.</li> </ul>	<p><b>Week 8: World at work.</b> Value and importance of work in fulfilling personal needs and potential.</p> <ul style="list-style-type: none"> <li>Group discussion: different jobs in the community.</li> <li>Teacher plays DVD's and CD's with songs about jobs or working.</li> <li>Group discussion: selection of songs and characters.</li> <li>Learners dramatize different jobs in the community and combine it with a song about the job.</li> </ul>

## PERFORMING ARTS

### Grade 4 : Term 2

- Group discussion on dramatization of poems.
- Learners create their own poem about food and perform it in a group of five or more learners.
- Learners can use masks of different foods to make it interesting.

**Week 9: World of Work.** How to use money wisely: wants and needs.

- Group discussion: selection of song to perform the dance on.
- Group discussion: different formation and patterns that will be used in the dance.
- Learners create own dance on a song about different jobs in pairs.

VISUAL ARTS GRADE 4 Term 2			
Week	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc.
1	<b>VISUAL ART</b>  <b>Development of self in the society.</b>  Personal experience of working in a group  Visual literacy	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 4 : First year</b> <ul style="list-style-type: none"> <li>• Teacher commences the lesson by providing visual stimulus to learners.</li> <li>• Learners observe photographs and objects with lettering and patterns.</li> <li>• Teacher shows patterns that are prevalent in African art and culture, such as the Ndebele art.</li> <li>• Teacher takes learners for a walk outside to explore patterns in nature.</li> <li>• Teacher explains that patterns are developed by repetition of the same shape.</li> </ul>
		<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher commences the lesson by providing visual stimulus to learners.</li> <li>• Learners observe photographs and objects with patterns.</li> </ul>



VISUAL ARTS GRADE 4 Term 2			
		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners discuss difference between patterns in African art and art in other countries.</li> <li>• Teacher shows photographs of different wall art in countries and look at the differences between different cultures.</li> </ul>
2	<p><b>Development of the Self</b> Relationships with different people (peers, strangers older people, supervisors)</p> <p><b>VISUAL ARTS</b> Create in 2D</p>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Demonstration by teacher: technique to do potato print.</li> <li>• Teacher shows DVD's and photos to show different patterns of potato print and the techniques that can be uses.</li> <li>• Group discussion on tools and equipment that is used in potato print.</li> <li>• Learners use a potato print pattern to create gift wrap.</li> </ul> <p><b>Tools and Equipment:</b></p>

## VISUAL ARTS GRADE 4 Term 2


- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Paper or fabric, a few potatoes, metal cookie cutters, craft knife, normal kitchen knife, sponge cloth or roller, acrylic or fabric paint.

### Method

- Cut a large potato in half. Press the cookie cutter into the centre of the potato. Then, leaving the cookie cutter in the potato, slice a rather thick slice around the pattern of the cookie cutter. Remove the outer layer of potato and then the cookie cutter from the shape.
- Apply paint to the pattern. This can be done with a paintbrush, small paint roller for more even distribution or by following the technique with a kitchen sponge shown in [Eraser Printing](#).
- Use a separate potato stamp for each colour, unless you want the colours to mix.
- Keep a scrap piece of paper on the side to test your print on and to remove excess paint if applied with a brush. Simply press your potato stamp down on the paper you want to decorate. A few prints and you will know exactly how hard to press to get the effect you desire.

## VISUAL ARTS GRADE 4 Term 2

			<p><b>Examples of Potato Print gift wrap</b></p> 
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Demonstration by teacher: technique to do potato print.</li> <li>• Teacher shows DVD's and photos to show different patterns of potato print and the techniques that can be uses.</li> <li>• Group discussion on tools and equipment that is used in potato print.</li> <li>• Learners use a potato print pattern to create place mats on fabric.</li> </ul> <p><b>Tools and equipment:</b></p> <p>Rectangles of cotton or linen fabric; Sewing machine, thread, scissors, iron; A bag of potatoes; A small, sharp, smooth (not serrated) knife; Fabric paint; Paintbrush; Pencil and ruler</p>

## VISUAL ARTS GRADE 4 Term 2

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

### Method:

- Place two fabric rectangles right sides together. Sew around perimeter with a 1cm seam allowance, leaving a gap to turn. Turn right side out, fold opening hems inwards and pin. Run a top stitch around the outside edge. Repeat for other placemats. Press.
- Cut a potato in half and draw your design on with a pencil. Neatly cut away excess potato to reveal the shape. It should protrude by 1cm. It helps to cut the whole stamp into a block shape too.
- Dip the potato in the fabric paint, or coat it with a paintbrush. Do a few test prints on a fabric scrap. For best results wipe away any excess and apply pressure evenly. Keep fingers paint-free to limit smudges.

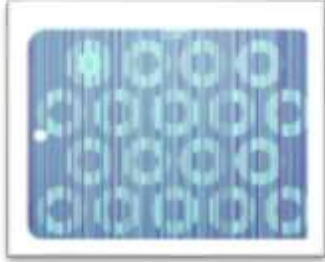


- Before printing the placemat, cover the surface. Keep it simple: often less is more.
- Play around with various shapes and

patterns.

- Once your paint has dried, heat set it with a hot iron so they will be machine washable.

## VISUAL ARTS GRADE 4 Term 2

			 <p>Examples of potato print place mats:</p>
4-6	<p>Visual literacy</p> <p><b>Health and environmental responsibility</b></p> <p>Food, hygiene and storage</p> <p>Create in 3D</p>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, photographs and pictures with various fridge magnets.</li> <li>• Demonstration by teacher on how to make a fridge magnet.</li> <li>• Learners make a fruit fridge magnet to use on the fridge with a shopping list.</li> </ul> <p><b>Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• Pictures from books or photos; Photo or paper punch; Scissors; Glue; Glass gem; Magnet</li> </ul> <p><b>Method:</b></p> <ul style="list-style-type: none"> <li>• Choose the backing. Use a photo, old books, maps, patterned paper (including wrapping paper), newspaper, junk mail, cereal boxes, or anything with an interesting image/pattern printed on it.</li> </ul>


## VISUAL ARTS GRADE 4 Term 2

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|  | <ul style="list-style-type: none"><li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li></ul> | <ul style="list-style-type: none"><li>• Wash &amp; dry the glass gems using warm, soapy water. Rinse thoroughly. This will remove any residue from the glass and allow for the best adhesion of the glue to the glass. Using a photo or paper, punch a hole in it with a 1.25" hole punch by placing the hole over images in magazines, cereal boxes, newspapers, books, or other sources. This will give a good idea of what the image will look like as a refrigerator magnet.</li><li>• After an image is selected, use scissors to trim the size down so it will fit into the hole punch. Be sure not to cut it too small.</li><li>• Align the image in the hole-punch and make the cut. It is easier to align the image if the hole-punch is used upside down; this way the final cut can be seen. It will show a nice round cut-out of the image. If scissors are used for the cut-out, use a circular object to outline the image.</li><li>• Add a bit of glue to the back of the glass gem. Spread it thin! Remove the excess when applying the image. Spread the glue very lightly over the entire back of the glass gem.</li><li>• Apply the image face down.</li></ul> |
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## VISUAL ARTS GRADE 4 Term 2

			<ul style="list-style-type: none"> <li>• Apply a small dab of glue to the centre of the back of the glass gem's picture; be sure the photo glue is dry before gluing the magnet!</li> <li>• Press the magnet firmly into place over the glue. Remember to press firmly enough to remove the excess glue.</li> </ul> <p>Once the excess glue is removed, the magnet should not move freely while pressing it onto the back.</p> <ul style="list-style-type: none"> <li>• Stick on the fridge.</li> </ul> <p><b>Examples of fruit fridge magnets</b></p>
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, photographs and pictures with various fridge magnets.</li> <li>• Demonstration by teacher on how to make a fridge magnet.</li> </ul>



VISUAL ARTS GRADE 4 Term 2			
		<ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> <ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create fridge magnets with names or pictures of foods that can be used to choose different foods needed for a certain meal.</li> </ul> <p><b>Tools and Equipment</b></p> <ul style="list-style-type: none"> <li>• Pictures from books or photos; Photo or paper punch; Scissors; Glue; Glass gem; Magnet</li> </ul> <p><b>Revise method : Grade 4 First Year</b></p> <p><b>Examples of fridge magnets</b></p> 
	VISUAL ART  Create in 2D	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion on recycling.</li> <li>• Demonstration by teacher on recycling of CD's.</li> <li>• Teacher shows DVD's and photos to show different articles made with recycled CD's.</li> <li>• Learners make an article using recycled CD's.</li> </ul> <p><b>Tools and Equipment</b></p>



## VISUAL ARTS GRADE 4 Term 2

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Recycled CD's or DVD's; sandpaper; glue; felt.  
Scissors; matte varnish;  
stencils


### Method:


- Sand the shiny side of the CD/DVD's enough to rough them up and remove the coating
- Paint each CD a different colour. Repeat for two more coats.
- Stencil on the designs using White Was, touch up with a fine line brush if needed.
- Finish with two coats of varnish.



- Cut felt into circles a little bit smaller as the CD.
- Use glue to attach the felt circles to the back of the CD's

## VISUAL ARTS GRADE 4 Term 2

		<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion on recycling.</li> <li>• Demonstration by teacher on recycling of articles with a nature theme.</li> <li>• Teacher shows DVD's and photos to show different recycled articles with a nature theme.</li> <li>• Learners make a recycled article with a nature theme.</li> </ul> <p><b>Example of a recycled article with a nature theme using plastic bottles and old puzzle pieces.</b></p> 
7		<b>Grade 4 : First Year</b>	<b>Grade 4 : First Year</b>

VISUAL ARTS GRADE 4 Term 2			
	<b>Social responsibility</b>  Human Rights and Responsibility  <b>VISUAL ARTS</b>  <b>Create in 3D</b>	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows DVD's, photos and pictures of beaded articles with the colours of the South African flag.</li> <li>• Demonstration by teacher on beading of jewellery articles.</li> <li>• Learners make a beaded jewellery article with the colours of the South African flag for example earrings.</li> </ul> <p><b>Tools, Equipment and method:</b> Patterns of jewellery are available at craft shops and on the internet.</p> <p><b>Example of beaded earrings with the colours of the South African flag.</b></p> 
		<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, photos and pictures of beaded articles with the colours of the South African flag.</li> <li>• Demonstration by teacher on beading of articles.</li> </ul>

## VISUAL ARTS GRADE 4 Term 2

- line, tone, texture, spatial arrangement, contrast, composition;
- mixing of primary and secondary colours.
- Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Learners make a beaded article with the colours of the South African flag for example a South African flag keyring.

**Tools, equipment and method:** patterns and equipment are available at craft shops and on the internet.

**Example of a beaded key ring with the South African flag colours**



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### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

### 3.21. Grade 4 : Term 3

The instruction time for Grade 4 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 4 : Term 3	
<p><b>Content : Warm up and play</b></p> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control.</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance.</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li>• <b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> </ul>

PERFORMING ARTS	
Grade 4 : Term 3	
<ul style="list-style-type: none"> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Think</b> about and <b>show</b> how people and animals move.</li> <li>• <b>Collaborate</b> in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> </ul>
Activities, techniques, notes, etc.	Grade 4 : First Year

## PERFORMING ARTS

### Grade 4 : Term 3

**Week 1-2: Development of self in the society.** Abilities, interests and potential.

**Learners warm up the body:**

- Learners curl and stretch the spine sitting on the floor; curl into a tight ball; unfold lengthening the spine, roll up and down the spine and side bends.
- Learners land softly through the feet ( toe-ball-heel, bending knees) while they hop, skip, jump and leap.

**Learners cool down and relax:**

Learners lie on the back; tighten/contract all the muscles; make tight fists; clench shoulders and then release all the muscles; make body heavy on the floor, etc.

**Week 3: Development of the self.** Peer pressure, bullying, child abuse and violent situations.

- Group discussion: revise what a drama game is and the different drama games that can be performed.
- Learners take part in drama games: concentration and focus games.

**Week 4: Development of the Self.** Body changes.

- Learners revise locomotor and non-locomotor movements.
- Learners do loco motor movements: slide the feet on the floor and run with a leap on their own and with a partner.
- Learners do non loco motor movements: turn, fall, stamp, kick on their own and with a partner.

**Week 5: Health and environmental responsibility.** HIV & AIDS education. Basic facts.

- Group discussion: revise poly rhythms and body percussion.
- Learners do poly rhythms using body percussion and/or percussion instruments.

**Week 8: World at work.** The Rules of the Workplace and what I am NOT allowed to do at work.

- Group discussion: revise different warm up routines. Vocal warm ups could include articulation exercises, singing, working with poems, etc.
- Learners do voice warm ups (e.g. humming, yawning and sighing).
- Learners do call and response games in speaking.

PERFORMING ARTS	
Grade 4 : Term 3	
<ul style="list-style-type: none"> <li>Learners take part in drama games: sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions).</li> </ul> <p><b>Concentration games</b> have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.</p>	<ul style="list-style-type: none"> <li>Learners do action songs (doing actions related to the specific rhythms of the song).</li> </ul>
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p><b>Week 1-2: Development of self in the society.</b> Abilities, interests and potential.</p> <p><b>Learners warm up the body:</b></p> <ul style="list-style-type: none"> <li>Learners combine body parts and isolations e.g. make circles with wrists and hips simultaneously.</li> <li>Learners link movements in short movement sentences and remembering them.</li> <li>Learners run and combine the running with spinning movements.</li> </ul> <p><b>Learners cool down and relax</b></p>	<p><b>Week 4: Development of the Self.</b> Body changes.</p> <ul style="list-style-type: none"> <li>Learners revise movement sequences.</li> <li>Learners do movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> HIV &amp; AIDS education. Basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: revise poly rhythms and body percussion.</li> </ul>





PERFORMING ARTS	
Grade 4 : Term 3	
<ul style="list-style-type: none"> <li>Learners stretch slowly in different directions with slow and soothing music.</li> </ul> <p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>Group discussion: revise what a drama game is and the different drama games that can be performed.</li> <li>Learners take part in drama games: concentration and focus games such as mirror games, etc.</li> <li>Learners take part in drama games: observation and concentration skills: drama activities like building a mime sequence in pairs, etc.</li> </ul>	<ul style="list-style-type: none"> <li>Learners use body percussion and/or percussion instruments to accompany South African music (recorded or live), focusing on cyclic (circular) rhythm patterns.</li> </ul> <p><b>Week 8: World at work.</b> The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> <li>Group discussion: revise different warm up routines.</li> <li>Learners warm up the voice: learners focus on expressiveness and involvement in poetry, rhymes and creative drama games.</li> <li>Learners explore words depicting locomotion, direction and antonyms such as up/down.</li> </ul>
<p><b>Content : Improvise and create</b></p> <ul style="list-style-type: none"> <li><b>Use</b> puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings.</li> <li><b>Make</b> use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.</li> <li><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<ul style="list-style-type: none"> <li><b>Think</b> about and <b>show</b> how people and animals move.</li> <li><b>Collaborate</b> in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</li> <li><b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li><b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> </ul>

## PERFORMING ARTS

### Grade 4 : Term 3

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| <ul style="list-style-type: none"><li>• <b>Make</b> masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.</li><li>• <b>Make</b> masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.</li><li>• <b>Identify</b> different aspects of pulse by clapping and moving.</li><li>• <b>Use</b> the voice and body imaginatively in drama exercise.</li><li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li><li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li><li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li><li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li><li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li><li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</li></ul> | <ul style="list-style-type: none"><li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li><li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li><li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li><li>• <b>Express</b> own personal sense of identity and uniqueness in any art form..</li><li>• <b>Interpret</b> words, poems, stories and ideas through play, fantasy and the imagination.</li><li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li><li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li><li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li><li>• <b>Sing</b> songs found in the immediate environment.</li><li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li></ul> |
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PERFORMING ARTS		
Grade 4 : Term 3		
<ul style="list-style-type: none"> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li>• <b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> </ul>		
Activities, techniques, notes, etc.		Grade 4 : First Year
<p><b>Week 1-2: Development of self in the society.</b> Abilities, interests and potential.</p> <ul style="list-style-type: none"> <li>• Group discussion: how to make a simple puppet using waste material.</li> <li>• Practical demonstration by teacher: how to make a simple puppet.</li> </ul>	 	<p><b>Week 4: Development of the Self.</b> Body changes.</p> <ul style="list-style-type: none"> <li>• Learners perform their own puppet performance based on appropriate vocal characterisation and manipulation of own puppet</li> <li>• Learners create sounds and rhythms specific to the mood or character of the puppet by using voice, instruments or found objects.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> HIV &amp; AIDS education. Basic facts.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise movement sentences.</li> </ul>

## PERFORMING ARTS

### Grade 4 : Term 3

- Video's, DVD's and photos are shown to learners with examples of different puppets using waste material.
- Learners create a simple waste material: sock puppets, shadow puppets.



waste material.  
puppet using  
puppets, finger

**Examples of puppets using  
(above)**

**waste material**

**Week 3: Development of the self.** Peer pressure, bullying, child abuse and violent situations.

- Group discussion: revise drama games.
- Learners perform drama games focusing on numeracy and literacy such as number songs and rhymes, participatory stories, making letter shapes through movement, writing names with toes, verbal dynamics (pull, twist, stretch, bend, spin).

- Learners explore the movement characteristics of the puppet such as: 'the hungry lion crawling and creeping about to catch the mouse', etc.
- Learners perform movement responses to different types of music.

**Week 8: World at work.** The Rules of the Workplace and what I am NOT allowed to do at work.

- Group discussion: different moods found in music.
- Teacher plays different songs to show different moods in music and songs.
- Learners listen to music and identify moods such as 'sad', 'happy', 'calm' and 'excited'.

**Activities, techniques, notes, etc.**

**Grade 4 : Second Year**

**Week 1-2: Development of self in the society.** Abilities, interests and potential.

- Group discussion: Revise movement sentences.

- Group discussion: Learners decide on different characters in the drama and the theme of the drama.
- Learners perform classroom dramas: learners illustrate different characters through vocal and physical characterisation e.g.

## PERFORMING ARTS

### Grade 4 : Term 3

- Learners create a movement sentence in small groups and use it to make patterns.
- Learners compose cyclic rhythm patterns based on South African music. Learners focus on appropriate tempo /dynamic choices.

*Cyclical* is used to describe things that are regularly patterned or that occur in regular intervals. The root of *cyclical* is “cycle” which means movement in a circular fashion, or the circular fashion itself.

**Week 3: Development of the self.** Peer pressure, bullying, child abuse and violent situations.

- Group discussion: revise mime techniques.
- Learners perform simple mime; imitating everyday activities focusing on weight and shape, such as picking up a ‘heavy rock’ or a ‘light feather’, etc.

**Week 4: Development of the Self.** Body changes.

- Group discussion: revise drama techniques.

moving and speaking as the mother, the grandfather, the doctor, etc.

**Week 5: Health and environmental responsibility.** HIV & AIDS education. Basic facts.

- Group discussion on poetry and how to combine poetry with movement sequences.
- Learners perform poetry in groups e.g. choral verse combined with movement and gestures.
- Learners do movement sequences: explore verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement).

**Week 8: World at work.** The Rules of the Workplace and what I am NOT allowed to do at work.

- Group discussion: revise movement sequences.
- Learners do movement sequences: explore verbal dynamics in words such as action words, directional words (words that convey a straight, turning or broken movement).
- Learners combine movement and sound to convey the meaning of words e.g. rustle, quiver, swish, explode, etc.

## PERFORMING ARTS

### Grade 4 : Term 3

#### Content : Perform and reflect

- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Convey** feelings and ideas through facial expression and gesture.
- **Express** and **describe** feelings in response to a drama, story or event.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Differentiate** between high and low, long and short, loud and soft sounds.
- **Explain** how tempo, duration and dynamics have been used in songs and music to express feelings and moods.
- **Sing** and/or **play** South African songs from various cultures with appropriate rhythm, tempo and dynamics.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Participate** in musical call and response games and activities.
- **Sing** songs found in the immediate environment.
- **Sing** songs and **make** music to express a variety of ideas, feelings and moods.
- **Sing** and/or **play** canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments.
- **Sing** and/or **play** South African songs from various cultures with appropriate rhythm, tempo and dynamics
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.

PERFORMING ARTS	
Grade 4 : Term 3	
<ul style="list-style-type: none"> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> <li>• <b>Interpret</b> words, poems, stories and ideas through play, fantasy and the imagination.</li> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</li> <li>• <b>Work</b> co-operatively with partners, improvising and composing dance sequences.</li> </ul>
Activities, techniques, notes, etc. Grade 4 : First Year	
<p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise role play techniques.</li> <li>• Learners perform role play situations of bullying as well as how to handle this situation successful.</li> <li>• Group discussion: was the handling of the situation successful? Were there other solutions to the problem?</li> </ul> <p><b>Week 4: Development of the Self.</b> Body changes.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise different drama techniques.</li> <li>• Learners build a drama from a stimulus: Learners develop storyline (beginning/ middle/ end).</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a poem about a specific theme for example aids and perform it in front of the class.</li> </ul> <p><b>Basic steps to write a poem:</b></p> <p>Step 1 – Choose a topic  Step 2 – Ask questions  Step 3 – Start writing the poem  Step 4 – Finish the first draft  Step 5 – Review and rewrite  Step 6 – Continue the journey by writing the next poem</p>

PERFORMING ARTS	
Grade 4 : Term 3	
<ul style="list-style-type: none"> <li>Group discussion: revise different sound pictures.</li> <li>Learners perform sound pictures for the drama: learners use instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> HIV &amp; AIDS education. Basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: basic steps to write a poem.</li> <li>Teacher reads poems about a specific theme to the class for example aids.</li> </ul>	<p><b>Week 8: World at work.</b> The Rules of the Workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> <li>Group discussion: revise different dance steps.</li> <li>Learners create their own dance: learners choose a dance art form for example ballet or ball room.</li> </ul>
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>Group discussion: revise different drama techniques.</li> <li>Group discussion on “child abuse” and solutions for child abuse.</li> <li>Group discussion: learners decide on a topic for drama as well as different characters in the drama.</li> <li>Learners create a drama with “child abuse” as a theme. Learners show different situations that count as child abuse as well as solutions.</li> </ul>	<p><b>Basic steps for songwriting:</b></p> <p><b>Step 1:</b> Sum up what the song is about in one short sentence.</p> <p>Knowing what theme the song is bases around will help with the future steps of choosing the right chords and melodies. If the song is sad, there will be more minor chords and melodies constructed using the minor scale.</p> <p><b>Step 2:</b> Get a chord progression.</p> <p>There are two options:</p>



## PERFORMING ARTS

### Grade 4 : Term 3

#### **Week 4: Development of the Self.** Body changes.

- Group discussion: revise different drama techniques.
- Learners build a drama from a stimulus: Learners develop storyline (beginning/ middle/ end).
- Learners use pictures, objects, words, stories, newspaper articles, real life situations as stimulus to develop a drama. Focus on the 'WHAT'? - question. What is happening? How the story begins and ends? Start off with an improvisation to develop the framework of the drama.

#### **Week 5: Health and environmental responsibility.** HIV & AIDS education. Basic facts.

- Group discussion: basic steps to write a song about a specific theme.
- Teacher plays songs about a specific theme to the class for example aids.
- Learners work together in a group to create a song about a specific theme for example aids and perform it in front of the class.

- Play the same chords for the entire song i.e. same chords for verse, chorus etc.
- Play different chords for verse, chorus, bridge etc.

Both options work perfectly and many successful songs have been written using both methods.


**Step 3:** Create a melody.

**Step 4:** Add lyrics to the melody.



#### **Week 8: World at work.** The Rules of the Workplace and what I am NOT allowed to do at work.


- Group discussion: revise different dance steps.
- Group discussion: revise different traditional dances.
- Teacher shows DVD's with different traditional dances to show learners the different steps used in the dances.
- Learners create a dance that can be performed in a group showing different traditional dances.

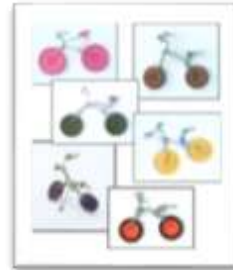

GRADE 4 TERM 3 VISUAL ARTS			
We ek	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc.
1-2	VISUAL ART	<b>Grade 4 : First Year</b>	<b>Grade 4 : First year</b>
		<ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher commences the lesson by providing visual stimulus to learners.</li> <li>• Learners observe photographs, artworks and real objects to identify and name all art elements in images of animals, birds, fish, insects and reptiles.</li> <li>• Learners observe photographs, artworks and real objects to identify and name all art elements in images of jewelry made with wiring.</li> <li>• Learners observe photographs, artworks and real objects to identify the use recyclable materials and papier maché to make useful objects.</li> <li>• Learners discuss geometric shapes and cool and warm colours, develop craft skills.</li> </ul>
		<b>Grade 4 : Second Year</b>	<b>Grade 4 : Second Year</b>
		<ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher commences the lesson by providing visual stimulus to learners.</li> <li>• Learners observe photographs, artworks and real objects to identify and name all art elements to increase awareness of pattern and printmaking in</li> </ul>


GRADE 4 TERM 3 VISUAL ARTS			
		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p>Africa, e.g. Ndebele painting, beadwork, decorative ceramics: looking, talking, listening about pattern.</p> <ul style="list-style-type: none"> <li>• Learners observe photographs, artworks and real objects to identify and name all art elements in images of jewelry made with wiring.</li> <li>• Learners discuss art elements: naming and using geometric and organic shapes/vorms with emphasis on pattern and surface decoration for craft objects.</li> </ul>
	Create in 2D	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Demonstration by teacher: technique to draw animals, birds and insects.</li> <li>• Teacher shows DVD's and photos to show different paintings and drawings of animals, birds and insects.</li> <li>• Group discussion on tools and equipment that is used when painting and drawing.</li> </ul> 

GRADE 4 TERM 3 VISUAL ARTS			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make paintings or drawings of birds, fish, insects, reptiles, etc. use oil pastels in warm colours.</li> </ul> <div data-bbox="1234 386 1495 727" data-label="Image"> </div> <p><b>Examples of paintings and drawings of birds:</b></p>
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Demonstration by teacher: technique to design an African pattern or print.</li> <li>• Teacher shows DVD's and photos to show different African patterns and prints.</li> <li>• Group discussion on tools and equipment that is used when painting and drawing African patterns or print.</li> <li>• Learners design an African pattern or print that can be used for clothes.</li> </ul>



GRADE 4 TERM 3 VISUAL ARTS			
		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Examples of African patterns or print</b> <div>   </div>
6	<b>Health and environmental responsibility</b>  Traffic Rules relevant to road users  <b>VISUAL ARTS</b>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• Demonstration by teacher on working with wire.</li> <li>• Teacher shows DVD's and photos to show different examples of jewelry made with wire.</li> <li>• Learners create jewelry for example earrings of a bicycle made out of wire.</li> <li>• Teacher discusses art elements: shape/form, texture</li> <li>• Group discussion on the use of tools: safety, consideration of others, sharing resources.</li> </ul>

GRADE 4 TERM 3 VISUAL ARTS			
	Create in 3D	<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p>Patterns of jewelry using wire are available at craft shops and on the internet.</p> <p><b>Example of jewelry using the craft of wiring</b></p> 
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Demonstration by teacher on working with wire.</li> <li>• Teacher shows DVD's and photos to show different examples of jewelry made with wire.</li> <li>• Learners create jewelry for example a pendant of a bicycle made out of wire.</li> <li>• Teacher discusses art elements: shape/form, texture</li> <li>• Group discussion on the use of tools: safety, consideration of others, sharing resources.</li> </ul>

GRADE 4 TERM 3 VISUAL ARTS			
		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p>Patterns of jewelry using wire are available at craft shops and on the internet.</p> <p><b>Example of jewelry using the craft of wiring (above)</b></p> 
7	<b>Social responsibility</b>  <b>VISUAL ARTS</b>  Create in 2D	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: what is a fantasy plant or fantasy flower.</li> <li>• Teacher shows DVD's, photographs or illustrations of different fantasy plants and fantasy flowers.</li> <li>• Demonstration by teacher: how to make a border on stationary.</li> <li>• Learners make a border on stationary, or decorate a card using a fantasy plant or fantasy flower.</li> </ul> 




GRADE 4 TERM 3 VISUAL ARTS			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Examples of stationary with fantasy plants or fantasy flowers:</b></p> 
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: what is printmaking.</li> <li>• Teacher shows DVD's, photographs or illustrations: examples of printmaking.</li> <li>• Demonstration by teacher: steps of printmaking.</li> <li>• Learners design a card or stationary using the craft of printing.</li> </ul> <p><b>Printmaking</b> is an indirect means of creating art by transferring an image or design by contact with a matrix such as a block, plate, stone or screen.</p> <p>There are four basic manual processes used in traditional printmaking:</p>



GRADE 4 TERM 3 VISUAL ARTS			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Reliëf</b> – wood-cut, wood engraving, linoleum-cut</p> <p><b>Intaglio</b> – dry-point, engraving, etching, aquatint, mesotint</p> <p><b>Planography</b> – lithography</p> <p><b>Stencil</b> – screenprint (silk-screenprint serigraphy)</p> <p><b>Examples of printing on stationary:</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>
9	World of Work	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional</li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Demonstration by teacher on how to do paper maché.</li> </ul>

GRADE 4 TERM 3		VISUAL ARTS	
	Economic Cycle	<p>work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows DVD's and photos to show different examples of useful objects made with recycled material or papier maché.</li> </ul>
	<p><b>VISUAL ART</b></p> <p>Create in 3D</p>	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners use recyclable materials and papier maché to make useful objects: egg cups, containers, plant holders, etc.</li> <li>• Learners decorate the art object.</li> <li>• Teacher discusses art elements: pattern; geometric shapes; cool and warm colours.</li> <li>• Group discussion on the use of tools: safety, consideration of others, sharing resources.</li> </ul>



GRADE 4 TERM 3 VISUAL ARTS			
			Examples of art objects using recycled materials and paper maché (above)
		<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise recycled materials.</li> <li>• Teacher shows DVD's and photos to show different examples of patterned frames or containers crafted from recycled materials.</li> <li>• Learners craft patterned frames or containers for a classroom .</li> <li>• Teacher discusses art elements: name and use geometric and organic shapes/forms.</li> <li>• Teacher discusses pattern and surface decoration for craft objects.</li> </ul> <p><b>Examples of patterned frames using recycled materials</b></p>   <p>Example of containers made with recycled materials:</p> 

GRADE 4 TERM 3 VISUAL ARTS			
<p style="text-align: center;">10</p> <p><b>Assessment</b></p> <p>The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.</p>			

### 3.22. Grade 4: Term 4

The instruction time for Grade 3 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 4 : Term 4	
<p><b>Content : Warm up and play</b></p> <ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control.</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> </ul>

PERFORMING ARTS	
Grade 4 : Term 4	
<ul style="list-style-type: none"> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Participate</b> in musical call and response games and activities.</li> <li>• <b>Sing</b> and/or <b>play</b> canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>
<b>Activities, techniques, notes, etc.</b>	<b>Grade 4 : First Year</b>
<p><b>Week 1: Development of self in the society.</b> Me and my disability.</p> <p><b>Learners warm up the body:</b></p> <ul style="list-style-type: none"> <li>• Learners use circles, angles, curves and zig-zags.</li> <li>• Learners combine non-locomotor and locomotor movements such as twisting combined with galloping on their own and with a partner.</li> </ul>	<p>A <b>soundscape</b> is a piece of music considered in terms of its component sounds.</p>

PERFORMING ARTS	
Grade 4 : Term 4	
<p><b>Learners cool down and relax:</b></p> <ul style="list-style-type: none"> <li>Learners move to slow soothing music.</li> <li>Learners do body part isolations and stretch as part of imaginative experiences.</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Learners warm up the voice: Learners use songs and rhymes - focus on high and low notes and fast and slow tempo.</li> <li>Learners sing songs to improve the ability to sing in tune.</li> <li>Learners compose soundscapes, use dynamics, pitch, timbre and tempo to express character, feelings and mood such as: 'grandfather = loud, low pitch, slow', 'bird = quiet, high pitch, fast', etc.</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Group discussion: revise mime techniques.</li> <li>Learners do simple mime: imitate everyday activities focus on weight, shape and space such as 'crouch in a narrow cave', 'kick a ball on a big soccer field', etc.</li> </ul> <p><b>Week 6: Local environmental health.</b> Problems and common diseases.</p> <ul style="list-style-type: none"> <li>Group discussion: revise body percussion.</li> <li>Learners perform body percussion "songs" in unison and in canon.</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>Group discussion: revise drama games.</li> <li>Learners play posture games to explore the neutral posture.</li> </ul>
<b>Activities, techniques, notes, etc.</b>	<b>Grade 4 : Second Year</b>
<b>Week 1: Development of self in the society.</b> Me and my disability.	

PERFORMING ARTS	
Grade 4 : Term 4	
<p><b>Learners warm up the body:</b></p> <ul style="list-style-type: none"> <li>Learners focus on lengthening and curling the spine.</li> <li>Learners do locomotor movements: show control and a strong back e.g. walk with pride, march like a soldier, etc.</li> </ul> <p><b>Learners cool down and relax</b></p> <ul style="list-style-type: none"> <li>Learners lie on back: tighten/contract all the muscles, make tight fists, clench shoulders, then release all the muscles make body heavy on the floor, etc.</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise different warm up routines. Vocal warm ups could include articulation exercises, singing, working with poems, etc.</li> <li>Learners do voice warm ups (e.g. humming, yawning and sighing).</li> <li>Learners do call and response games in speaking.</li> <li>Learners do action songs (doing actions related to the specific rhythms of the song).</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Group discussion: revise drama games and different drama techniques.</li> <li>Learners respond to stimuli like pictures, phrases, idioms, drama games, poems or rhymes to explore body language, gestures and facial expression.</li> </ul> <p><b>Week 6: Local environmental health.</b> Problems and common diseases.</p> <ul style="list-style-type: none"> <li>Group discussion: revise musical games.</li> <li>Learners play musical games, focus on numeracy and literacy (such as number songs and rhymes).</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>Group discussion: revise drama games.</li> <li>Learners play trust and listen games (such as blindfold and lead a partner, etc.)</li> </ul>
<b>Content : Improve and create</b>	<ul style="list-style-type: none"> <li>clarinets from the Savannah region made of guinea-corn or sorghum stems;</li> </ul>



## PERFORMING ARTS

### Grade 4 : Term 4

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| <ul style="list-style-type: none"> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercise.</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance.</li> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li>• <b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li>• <b>Listen</b> to and <b>identify</b> musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).</li> </ul> | <ul style="list-style-type: none"> <li>▪ flugelhorn, saxophones and guitars.</li> <li>• <b>Use</b> puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings.</li> <li>• <b>Make</b> use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Make</b> masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.</li> <li>• <b>Make</b> masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.</li> <li>• <b>Think</b> about and <b>show</b> how people and animals move.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Interpret</b> words, poems, stories and ideas through play, fantasy and the imagination.</li> </ul> |
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## PERFORMING ARTS

### Grade 4 : Term 4

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| <ul style="list-style-type: none"><li>• <b>Communicate</b> a musical intention using the interface of pitch-based harmony (mellophone) instruments.</li><li>• <b>Focus</b> on music from a variety of South African forms.</li><li>• <b>Investigate</b> and <b>explain</b> the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.</li><li>• <b>Classify</b> African instruments in terms of ideophones, chordophones, membranophones, aero phones, and Western instruments according to strings, woodwinds, brass and percussion.</li><li>• <b>Discuss</b> any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound:<ul style="list-style-type: none"><li>▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides;</li><li>▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamellaphone;</li><li>▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam;</li><li>▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;</li><li>▪ trumpets made of animal horns and wood;</li></ul></li></ul> | <ul style="list-style-type: none"><li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li><li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li><li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li><li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li><li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li><li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li><li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li><li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li></ul> |
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PERFORMING ARTS	
Grade 4 : Term 4	
Activities, techniques, notes, etc.	Grade 4 : First Year
<p><b>Week 1: Development of self in the society.</b> Me and my disability.</p> <ul style="list-style-type: none"> <li>Group discussion: identify the meaning of dynamics, pitch, timbre and tempo.</li> <li>Teacher plays DVD's and CD's to demonstrate different dynamics in music.</li> <li>Learners listen to music and identify how dynamics, pitch, timbre and tempo combine to tell a story such as 'Peter and the Wolf', etc.</li> </ul> <p>In music, <b>dynamics</b> normally refers to the pitch of a tempo or note, but can also refer to every aspect of the execution of a given piece, either stylistic (staccato, legato etc.) or functional (velocity). The term is also applied to the written or printed musical notation used to indicate dynamics.</p> <p>In music the <b>pitch</b> of a note means how high or low a note is.</p> <p>In music <b>timbre</b> also known as tone colour or tone quality of a musical note, sound or tone that distinguishes different types of sound</p>	<p><b>Axial movement</b> is a movement that occurs in a stationary position.</p> <p>It refers to an element of dance in which dancers stay anchored to one place by a single body part while using available space in any directions.</p> <p>Axial movements involve bending, stretching, twisting, swinging, gesturing, rising, rotating and spinning.</p> <p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Group discussion: learners develop text of puppet performance.</li> <li>Group discussion: Learners identify puppet characters for puppet performance.</li> <li>Learners develop a puppet performance by focusing on a conversation between puppets.</li> <li>Learners explore attitude, status and relationships of puppet - characters such as the villain, animal characters, the witch, the princess, etc.</li> </ul>

PERFORMING ARTS	
Grade 4 : Term 4	
<p>production, such as voices and musical instruments string instruments, wind instruments and percussion.</p> <p>In music <b>tempo</b> was originally used to describe the timing of music, or the speed at which a piece of music is played.</p> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: techniques used in improvisation.</li> <li>Group discussion: revise locomotor and axial movements.</li> <li>Learners improvise appropriate movements and characters, use axial and locomotor movements to interpret a story such as 'Peter and the Wolf', etc.</li> </ul>	<p><b>Week 6: Local environmental health.</b> Problems and common diseases.</p> <ul style="list-style-type: none"> <li>Group discussion: revise mime techniques.</li> <li>Learner do a mime activity: Learners use imaginary objects, express feelings and ideas through movement, gesture and facial expression.</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>Group discussion: revise drama games.</li> <li>Learners make physical shapes. use gesture, posture and balance (balance on different body parts).</li> </ul>
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p><b>Week 1: Development of self in the society.</b> Me and my disability.</p> <ul style="list-style-type: none"> <li>Group discussion: revise the meaning of dynamics, pitch, timbre and tempo.</li> <li>Teacher plays DVD's and CD's to demonstrate different dynamics in music.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion: techniques that can be used to create different moods.</li> <li>Group discussion: learners choose poem, picture or song to use in the performance.</li> <li>Learners create a mood: use verbal dynamics, expressive sounds and movement. Learners use a poem, picture or song of their choice.</li> </ul>

PERFORMING ARTS	
Grade 4 : Term 4	
<ul style="list-style-type: none"> <li>Learners listen to South African music and focus on how tempo, dynamics, timbre and tempo contribute to unique sound.</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise prominent South African instruments.</li> <li>Teacher shows photographs and videos to show prominent South African instruments.</li> <li>Group discussion: unique qualities of prominent South African instruments.</li> <li>Teachers plays DVD's and CD's to identify prominent South African instruments.</li> <li>Learners listen to and identify prominent South African instruments to explore unique qualities of instruments.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p>	<p><b>Week 6: Local environmental health.</b> Problems and common diseases.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sentences.</li> <li>Learners create movements based on pictures, movement sentence (sequence), showing beginning, middle, end.</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>Group discussion: revise drama games.</li> <li>Learners perform creative drama games: develop focus and visualisation e.g. 'throw' an imaginary ball concentrate on size, shape and weight</li> </ul>
<p><b>Content : Perform and reflect</b></p> <ul style="list-style-type: none"> <li><b>Begin</b> to see differences between self and the role being played.</li> </ul>	<ul style="list-style-type: none"> <li><b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> </ul>

## PERFORMING ARTS

### Grade 4 : Term 4

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| <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Identify</b> different aspects of pulse by clapping and moving.</li> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Use</b> puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings.</li> <li>• <b>Make</b> use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul> |
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PERFORMING ARTS	
Grade 4 : Term 4	
<ul style="list-style-type: none"> <li><b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> </ul>	<ul style="list-style-type: none"> <li><b>Make</b> masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.</li> <li><b>Make</b> masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.</li> </ul>
Activities, techniques, notes, etc.	Grade 4 : First Year
<p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise techniques used in role play.</li> <li>Learners do role play in pairs depicting a story about one learner having a problem and another learner giving a solution.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Group discussion: revise sound pictures and body percussion.</li> <li>Learners create sound pictures: learners use instruments (body percussion, self-made, found, traditional) to create an appropriate soundtrack for the puppet show. The sound picture could depict a storm, a train coming, or could be rhythms that are associated with each character.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion: learners decide on the theme of the puppet show.</li> <li>Group discussion: learners choose relevant songs related to the theme of the puppet show.</li> <li>Learners perform songs to improve in-tune singing, related to the theme of the puppet show.</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>Group discussion: learners discuss and decide on theme, storyline, characters, music and all other elements of the puppet show.</li> <li>Learners combine all the different elements of the puppet show that was practiced during the term, to perform the puppet show.</li> </ul>

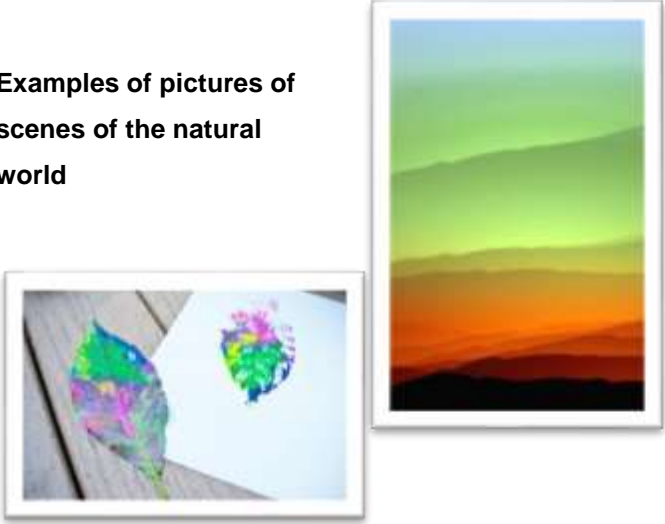
PERFORMING ARTS	
Grade 4 : Term 4	
<b>Week 6: Local environmental health.</b> Problems and common diseases.	
Activities, techniques, notes, etc. Grade 4 : Second Year	
<p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise mime techniques.</li> <li>Learners mime a scene where one learner has a problem and asks for help while the other learner gives a solution to the problem.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Learners discuss environmental responsibility.</li> <li>Group discussion: learners choose a story, song or poem to build a drama about environmental responsibility.</li> <li>Learners build a drama about environmental responsibility.</li> <li>Learners use a new story or use a story that is appropriate to dramatise a song or poem about the environment that can be used in the drama about the environment.</li> </ul>	<p><b>Week 6: Local environmental health.</b> Problems and common diseases.</p> <ul style="list-style-type: none"> <li>Group discussion: revise body percussion and percussion instruments.</li> <li>Group discussion: revise environmental responsibility.</li> <li>Learners use body percussion and self-made instruments to do the music and sound of the drama about environmental responsibility that is going to be performed at the end of the term.</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>Group discussion: Learners discuss and decide on a theme, storyline, characters, music and all other elements needed to perform a drama.</li> <li>Learners perform a short drama on an environmental problem.</li> <li>Learners use and apply all the elements that was practiced during the term during the performance.</li> </ul>




VISUAL ARTS GRADE 4 Term 4			
Week	Topic	Content:	Activities, techniques, notes, etc.
		The learner must be able to:	
1	VISUAL ART	<b>Grade 4 : First Year</b>	<b>Grade 4 : First year</b>
	Development of self in the society.	<ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher commence the lesson by providing visual stimulus to learners.</li> <li>• Learners observe photographs and pictures related to the natural world.</li> <li>• Learners explore colours, shapes and textures that can be observed in nature.</li> <li>• Teacher analyses and discusses paintings of scenes of nature, e.g. how the artist depicts the wind that blow, dark stormy clouds, sunshine on a raindrop, etc.</li> </ul>
	Me and my disability		
	Visual literacy	<b>Grade 4 : Second Year</b>	<b>Grade 4 : Second Year</b>
		<ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher commences the lesson by providing visual stimulus to learners.</li> <li>• Learners observe photographs and pictures related to the composition of two or more persons or objects.</li> </ul>



VISUAL ARTS GRADE 4 Term 4			
		<p>of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners discuss and observe all art elements in the photographs and pictures.</li> <li>• Learners discuss and observe design principles in the photographs and pictures.</li> <li>• Learners name and use contrast, proportion, emphasis and balance.</li> <li>• Teacher asks questions to deepen and extend observation of elements and design principles.</li> </ul>
2	<p>Receiving and giving feedback</p> <p><b>VISUAL ARTS</b></p> <p>Create in 2D</p>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise and discuss examples of scenes of the natural world.</li> <li>• Group discussion: revise the use of colours, textures and contrasts in images.</li> <li>• Learners draw or paint pictures of scenes of the natural world.</li> </ul>

## VISUAL ARTS GRADE 4 Term 4

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Examples of pictures of scenes of the natural world</b></p> 
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: techniques used when drawing of painting a composition.</li> <li>• Teacher demonstrates how to draw with oil pastels.</li> <li>• Learners draw or paint pictures that depicts a composition of more than two people or objects. Learners use Oil pastels when drawing.</li> </ul>


## VISUAL ARTS GRADE 4 Term 4

		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Examples of pictures that depicts composition of two objects</b></p> 
3-4	<p><b>VISUAL ARTS</b></p> <p><b>Development of the self</b></p> <p>Asking for help and problem solving</p> <p>Create in 3-D</p>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 4 : First Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise different recycled materials and natural materials.</li> <li>• Teacher shows DVD's, CD's and photographs with examples of different kites made with recycled materials or natural materials.</li> <li>• Demonstration by teacher: how to make a kite from recycled of natural materials.</li> <li>• Learners create a kite using recycled materials and natural materials.</li> </ul>


VISUAL ARTS GRADE 4 Term 4			
		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Examples of kites made with recycled or natural materials:</b></p> <div>   </div>
		<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise natural materials.</li> <li>• Teacher shows DVD's CD's and photographs of dream catchers made with natural materials.</li> <li>• Demonstration by teacher: how to make a dream catcher.</li> </ul>

## VISUAL ARTS GRADE 4 Term 4



		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a dream catcher using only natural materials.</li> </ul> <div data-bbox="1285 407 1461 634" data-label="Image"> </div> <div data-bbox="1482 401 1661 659" data-label="Text"> <p><b>Examples of dream catchers using only natural materials:</b></p> </div> <div data-bbox="1692 269 1957 764" data-label="Image"> </div>
7	<b>Social responsibility</b>  <b>Gender stereotyping.</b>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: what is kitchen art.</li> <li>• Teacher shows DVD's, CD's and photographs with examples of kitchen art.</li> <li>• Demonstration by teacher: how to paint or draw a kitchen art poster with a food theme.</li> <li>• Learners create a kitchen art poster with a food theme.</li> </ul>

VISUAL ARTS GRADE 4 Term 4			
	Sexism and abuse	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Examples of kitchen art posters with a food theme</b></p> 
	VISUAL ARTS  Create in 2D	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 4 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise what is kitchen art.</li> <li>• Teacher shows DVD's, CD's and photographs with examples of kitchen art.</li> <li>• Demonstration by teacher: how to paint or draw a kitchen art poster consisting of kitchen utensils.</li> <li>• Learners create a kitchen art poster consisting of food utensils.</li> </ul> <p><b>Example of a kitchen art poster consisting of food utensils</b></p>

# VISUAL ARTS GRADE 4 Term 4

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	
8	<b>World at work</b>  The rules of the workplace: Good attitudes to have at work	<b>Grade 4 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<b>Grade 4 : First Year</b>



VISUAL ARTS GRADE 4 Term 4			
	<b>VISUAL ARTS</b>  Create in 3-D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: revise recycled materials.</li> <li>• Teacher shows DVD's, CD's and photographs of craft articles using recycled materials to store office utensils.</li> <li>• Demonstration by teacher: how to make craft articles to store office utensils using recycled materials.</li> <li>• Learners use recycled material to make craft articles to store office utensils or stationary</li> </ul> <p><b>Examples of craft articles using recycled material</b></p>  
		<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<b>Grade 4 : Second Year</b> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, CD's and photographs of craft articles using mason jars or flower pots to store office utensils.</li> </ul>

## VISUAL ARTS GRADE 4 Term 4

- line, tone, texture, spatial arrangement, contrast, composition;
- mixing of primary and secondary colours.
- Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Demonstration by teacher: how to make craft articles to store office utensils using mason jars or flower pots.
- Learners use mason jars or flowerpots to help with storage of office utensils and stationary.

**Examples of mason jars and flower pots used for storage of office utensils and stationary**



## FORMAL ASSESSMENT TASK: GRADE 4

### GRADE 4 : TERM 1-4

- During each of the four terms, the teacher chooses
  - Two Performing Arts activity (first year) and
  - Two Performing Arts activity (second year)and report on 2 assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two assessment goals in each during each term.
- The assessment goals are similar for Grade 4, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

### PERFORMING ARTS

#### Warm up and play

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.
- **Apply** safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,
- **Perform** simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.

- **Sing** and **hum** to warm up the voice
- **Follow** a warm up ritual to accompany physical warm up using action songs.
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs
- **Build** own movement vocabulary using:
  - Loco motor movements such as walk, run leap and gallop;
  - Non-loco motor movements such as reach, bend, rise.
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-loco motor movements: reach, bend, rise, twist and turn.

#### **Improvise and create**

- **Echo** a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together
- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.
- **Demonstrate** concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- **Recognise** crotchet and minim note values and rests in a short melody.
- **Compose** and **present** a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
- **Recognise** time signatures such as four-four and three-four.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.

- **Respond** through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.
- **Use** skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Convey** feelings and ideas through facial expression and gesture.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Play** at being characters and objects in stories based on local events or told by the teacher.
- **Explore** movement characteristics of animals, people, machines and nature.
- **Use** cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.
- **Work** creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.
- **Think** about and **show** how people and animals move.
- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Demonstrate** partner skills such as copying, leading, following and mirroring in movement.
- **Work** co-operatively with partners, improvising and composing dance sequences.
- **Work** with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.

#### **Perform and reflect**

- **Express** and **describe** feelings in response to a drama, story or event.
- **Differentiate** between different characters in a story and their point of view.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.

- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.
- **Display** observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.
- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms.
- **Focus** on music from a variety of South African forms:
  - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
  - plays simple rhythmic patterns on a drum or equivalent;
  - explores and uses drum hand techniques such as base slap, open slap, muffle.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Collaborate** in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.

## **VISUAL ARTS**

### **Create in 2D**

### Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.
- **Engage** in creative art processes:
  - present images of own world in various media;
  - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

### Create in 3D

#### **Assess two assessment goals in each during each term**

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore & experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.
- **Engage** in creative art processes:
  - present images of own world in various media;
  - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.



### 3.23. Grade 5 : Term 1

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

Please note that the articles and activities discussed in this curriculum are only suggestions. The teacher may use his/her own initiative to change an artwork or activity provided that the skills level must be the same.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control.</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> </ul>
Grade 5 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of Self in Society.</b> Positive Self Concept Formation.</p> <ul style="list-style-type: none"> <li>• Learners do active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet).</li> <li>• Learners practice travel (consider direction, weight, levels) and freeze: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 or 4/4), or free.</li> </ul> <p><b>Week 3: Health, Social and Environmental Responsibility.</b> How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners perform name games (e.g. use clapped rhythms and body percussion to explore the meter/accent of the names).</li> </ul>	<p>Week 3 (continue)</p> <ul style="list-style-type: none"> <li>• <b>Listening Games.</b> The skill of listening is one of the most important you can have and how well we do it can affect a variety of things in our lives. People on average only listen to between 25 - 50% of what is said so as teachers we've got to help those young people become more effective listeners and these games will help.</li> <li>• <b>Plot games</b> can help with a variety of narrative needs. They can be starting points, editing tools, generate stories, style exploring, alternate endings, settings.</li> </ul> <p><b>Trust games</b> are all linked to promoting and establishing the positive social health of the group. If you look at cohesion and getting to know games you'll see how these are all linked and about getting the most from your group.</p> <p><b>Voice games.</b> The voice to an actor is so important and these games will help you think like an athlete when it comes to developing this skill.</p>

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<p><b>Drama games: Definition</b></p> <p>Drama games are a great tool for a whole multitude of reasons. They can be part of your warm-up, help establish you as the facilitator, aid group cohesion and help students explore themes or particular skills. Games could be a beginning starter, an introducing step or as an end plenary. They are a platform for further development and are never meant to be the whole session on their own.</p> <p><b>Different drama games</b></p> <ul style="list-style-type: none"> <li>• <b>Character games</b> are a handy tool for creating, developing and experimenting with characters. They can be a useful starting point for your own creations or a means of exploring a particular type of character.</li> <li>• <b>Concentration games</b> have a variety of uses. Aside from developing the skill of concentrating and expanding our concentration span they can be used to change the dynamic of particular individuals or a group at a key moment of the lesson e.g. when you want to bring wandering minds to a particular focus or a specific task.</li> <li>• <b>Energy Games.</b> The energy of your class is really important and as the conductor of those dynamics you will need tools to help you</li> </ul>	<p>Your vocal chords need warming-up then exercising to build stamina, strength and flexibility - this in turn will help clarity, diction and expression</p> <p><b>Week 4-5: Health, Social and Environmental Responsibility.</b> Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> <li>• Teacher demonstrates different action songs.</li> <li>• Learners do voice warm up exercises, use humming.</li> <li>• Learners do action songs to accompany physical warm ups.</li> </ul> <p><b>Week 7: Social responsibility.</b> Democracy and Citizenship.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners perform creativity games (e.g. using props and turn it into something else).</li> </ul> <p><b>Week 8: World of work.</b> Workplace Rules and Processes.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners perform concentration and listening games.</li> </ul> <p><b>Week 9: World of work.</b> Decision Making</p>

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<p>to do this. Energy games are just the thing you need to help a group gain momentum, exaggerate and gain physical awareness.</p> <ul style="list-style-type: none"> <li>• <b>Getting to know the group games.</b> For a group to work successfully together in Drama they need to feel comfortable in each other's company and trust each other. Relationships are very important within a positive and successful learning environment.</li> <li>• <b>Group cohesion games.</b> When a group cohesion is strong you can achieve amazing things in the classroom.</li> <li>• <b>Improvisation games</b> will help you develop an instinctive response, spontaneity and the confidence you need to build when improvising. When the class is confident it can be an excellent tool to develop acting skills and can help generate creative material. Be careful though, not everyone enjoys having to give instant responses and you will need to think of how you can support this.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners do active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, fingers, shoulders, neck, face, spine, hip joints, legs, feet).</li> <li>• Learners practice travel (consider direction, weight, levels) and freeze: - in personal (own) and general (shared) space - in movement and in games - in duple or quadruple meter (2/4 or 4/4), or free</li> </ul>
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of Self in Society.</b> Positive Self Concept Formation.</p> <ul style="list-style-type: none"> <li>• Learners do physical warm up for co-ordination and control (include spinal warm up, body part isolations, arm swings, etc.)</li> </ul> <p><b>Week 3: Health, Social and Environmental Responsibility.</b> How to do your own budget, income and expenditure.</p>	<p><b>Week 7: Social responsibility.</b></p> <ul style="list-style-type: none"> <li>• Democracy and Citizenship.</li> <li>• Group discussion: revise warm up songs.</li> <li>• Learners sing warm up songs (including South African songs in unison, in canon and/or with actions).</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 1</b>	<b>Content : Warm up and play</b>
<ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform rhythm games: use body percussion and movement.</li> </ul> <p><b>Week 4-5: Health, Social and Environmental Responsibility.</b> Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> <li>Group discussion: revise breathing awareness exercises.</li> <li>Learners do vocal warm up exercises (include breathing awareness exercises with coordinated arm swings, into sighs, into hums at different pitches, etc.).</li> </ul>	<p><b>Week 8: World of work.</b> Workplace Rules and Processes.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform concentration and focus games, using travelling and freezing, to music.</li> </ul> <p><b>Week 9: World of work.</b> Decision Making</p> <ul style="list-style-type: none"> <li>Physical warm up for co-ordination and control (include spinal warm up, body part isolations, arm swings, etc.)</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of Self in Society.</b> Positive Self Concept Formation.</p> <p><b>Learners warm up and cool down:</b></p> <ul style="list-style-type: none"> <li>Learners do physical warm ups for co-ordination and control (include spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences).</li> <li>Learners do cool down exercises (include stretches and flowing movements).</li> </ul>	<p><b>Week 7: Social responsibility.</b> Democracy and Citizenship.</p> <ul style="list-style-type: none"> <li>Group discussion: revise warm up songs.</li> <li>Learners sing warm up songs (including traditional songs in unison, canon, in two-part harmony and/or call and response).</li> </ul> <p><b>Week 8: World of work.</b> Workplace Rules and Processes.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<p><b>Week 3: Health, Social and Environmental Responsibility.</b> How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise body percussion.</li> <li>• Learners perform body-percussion games (include in unison, in canon, in two parts, and/or call and response).</li> </ul> <p><b>Week 4-5: Health, Social and Environmental Responsibility.</b> Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise breath control exercises.</li> <li>• Learners do vocal warm up exercises: (include breath control exercises, resonance, tonal qualities in speech/song).</li> </ul>	<ul style="list-style-type: none"> <li>• Learners perform concentration and focus games (using freezing/travelling, and sensory awareness).</li> </ul> <p><b>Week 9: World of work.</b> Decision Making</p> <ul style="list-style-type: none"> <li>• Learners do physical warm ups for co-ordination and control (include spinal warm up, body part isolations, the controlled and relaxed use of the joints, especially the knees, hips and ankles in dance steps and sequences)</li> <li>• Learners cool down (include stretches and flowing movements).</li> </ul>
Grade 5 :	Content : Improvise and create
<ul style="list-style-type: none"> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> <li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li> <li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Identify</b> different aspects of pulse by clapping and moving.</li> </ul>
Grade 5 : First Year	Activities, techniques, notes, etc.
Week 1: Development of Self in Society. Positive Self Concept Formation.	Week 3 (continue)

## PERFORMING ARTS

Grade 5 : Term 1

Content : Warm up and play

- Group discussion: revise rhythm patterns.
- Learners perform short rhythm patterns (crotchets, crotchet rests, minims and minim rests) use body percussion and/or percussion instruments.
- Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments.

### Definition of rhythm pattern:

In order to read, identify and transcribe rhythms, you need to become familiar with rhythm notation and rhythm patterns. This mainly involves indicating when a note happens and how long it lasts, and recognizing when you hear a common rhythm.

Rhythm occurs within the framework of meter, which is simply a repetitive pattern of strong and weak beats. Here are some common examples of meter:

Two-beat meter:	STRONG-weak
Three-beat meter:	STRONG-weak-weak
Four-beat meter:	STRONG-weak-weak-weak

### Uneven Rhythm:

**Skip** - A combination of a step and a hop on the same foot followed by a step and hop on the other foot. The rhythm is uneven long - short. Long (the step) and short (the hop).

**Gallop** - A forward movement where one foot leads the gallop while the other foot follows. The lead footsteps with a bent knee and pushes off into the air and landing on the trailing foot. The rhythm is uneven, long -short. Long (the step) and short (the landing).

**Slide** - Is similar to a gallop performed with the right or left foot leading. The rhythm is uneven, long -short. Long (the step) and short (the landing).

**Non Locomotor** - These are movements that occur in the body parts or the whole body and do not cause the body to travel to another space. However, non-locomotor movements can be combined with locomotor movements such as a walk and arm swing.

**Swing** - a pendular motion of a body part that can move forward and backward or side to side.

**Twist** - a partial rotation of body parts around an axis

**Turn** - a full rotation of the body around a vertical or horizontal axis. Full, half or quarter turns

**Shake** - a short quick vibrating movement in a body part or the whole



## PERFORMING ARTS

Grade 5 : Term 1

Content : Warm up and play

**Week 3: Health, Social and Environmental Responsibility.** How to do your own budget, income and expenditure.

- Group discussion: revise locomotor and non-locomotor movements.
- Learners do locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery.

**Locomotor Movements** - These are movements where the body travels through space from one location to another. Locomotor movements primarily use the feet for support however, the body can travel on other parts such as the hands and feet.

**Even Rhythm:**

**Walk** - The walk is a transfer of weight from one foot to the other. Usually the heel touches first.

**Run** - The run is a transfer of weight from one foot to the other however, the body is propelled into the air and suspended between

body.

**Bend** - a flex of a body part at a joint

**Stretch** - extending a body part or the whole body

**Wiggle** - a small or big, fast or slow curvy movement of a body part or the whole body.

**Rock or sway** - shift of the body weight forward, backward, side to side or in a circular pathway.

**Week 4-5: Health, Social and Environmental Responsibility.** Social Factors that contribute to substance abuse.

- Group discussion: revise rhythms patterns, locomotor movements and body percussion.
- Learners perform rhythm patterns, combine locomotor movements with sound (voice/body percussion), to walk, run, and skip note values

**Week 7: Social responsibility.** Democracy and Citizenship.

- Group discussion: revise rhythm patterns.
- Learners perform short rhythm patterns (crotchets, crotchet rests, minims and minim rests) use body percussion and/or percussion instruments.

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 1</b>	<b>Content : Warm up and play</b>
<p>run steps.</p> <p><b>Jump</b> - The jump required the body to push off from one or both feet. Most common is a two foot take off and two foot landing. A jump can take off on one foot and land on two or take off from two feet and land on one foot.</p> <p><b>Hop</b> - The hop requires a push-off from one foot and landing on the same foot.</p> <p><b>Leap</b> - A leap is performed by pushing off from one foot and landing on the other foot. The body is suspended in the air between the push off and the landing. Can be combined with a run or walk.</p>	<p><b>Week 8: World of work.</b> Workplace Rules and Processes.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise locomotor and non-locomotor movements.</li> <li>• Learners do locomotor and non-locomotor movements, individually and in unison, in time to a beat (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull), with and without imagery.</li> </ul>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of Self in Society.</b> Positive Self Concept Formation.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise rhythm patterns.</li> <li>• Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments.</li> <li>• Learners recognise rhythm patterns of different note values in a song that is played.</li> </ul>	<ul style="list-style-type: none"> <li>• .Group discussion: revise mime techniques.</li> <li>• Learners perform mimed actions: use the five senses (see, hear, taste, touch, smell) to demonstrate situations that can contribute to substance abuse.</li> </ul> <p><b>Week 7: Social responsibility.</b> Democracy and Citizenship.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise rhythm patterns.</li> <li>• Learners perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), use body percussion and percussive instruments.</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 1</b>	<b>Content : Warm up and play</b>
<p><b>Week 3: Health, Social and Environmental Responsibility.</b> How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> <li>Group discussion: revise locomotor and non-locomotor movements.</li> </ul> <p>Learners do locomotor and non-locomotor movement sequences: explore elements of time (tempo, beats, meter), individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull)</p> <p><b>Week 4-5: Health, Social and Environmental Responsibility.</b> Social Factors that contribute to substance abuse.</p>	<p><b>Week 8: World of work.</b> Workplace Rules and Processes.</p> <ul style="list-style-type: none"> <li>Group discussion: revise locomotor and non-locomotor movements.</li> <li>Learners do locomotor and non-locomotor movement sequences: explore elements of time (tempo, beats, meter), individually and in unison (include jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull).</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of Self in Society.</b> Positive Self Concept Formation.</p> <ul style="list-style-type: none"> <li>Group discussion: revise music phrases, dynamics, tempo, articulation, pitch and rhythm.</li> <li>Learners perform music phrases with voice and/or other instruments while they explore the dynamics, tempo, articulation, pitch and rhythm.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion: revise sound pictures.</li> <li>Learners perform movement sequences inspired by sound pictures to express a mood or idea</li> <li>Learners perform expressive movement and mime in response to cues from teacher, focus on all body parts, include showing emotions, characters and actions of a person suffering from substance abuse.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> <li>Learners recognise and discuss music phrases in a song that is played.</li> </ul> <p><b>Week 3: Health, Social and Environmental Responsibility.</b> How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> <li>Group discussion: revise sound pictures.</li> <li>Teacher plays DVD's and CD's and show pictures of instruments while discussing the different instruments and dynamics.</li> <li>Learners perform sound pictures: use instruments of different tone, colour, pitch and dynamics to express a mood or idea.</li> </ul> <p><b>Week 4-5: Health, Social and Environmental Responsibility.</b> Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Group discussion: revise mime techniques.</li> </ul>	<p><b>Week 7: Social responsibility.</b> Democracy and Citizenship.</p> <ul style="list-style-type: none"> <li>Group discussion: revise music phrases, dynamics, tempo, articulation, pitch and rhythm.</li> <li>Learners perform music phrases with voice and/or instruments: explore dynamics, tempo, articulation, pitch and rhythm.</li> </ul> <p><b>Week 8: World of work.</b> Workplace Rules and Processes.</p> <ul style="list-style-type: none"> <li>Group discussion: revise sound pictures.</li> <li>Group discussion: revise instruments of different tone, colour, pitch and dynamics.</li> <li>Learners perform sound pictures: use instruments of different tone colour, pitch and dynamics to express a mood or idea.</li> </ul>
Grade 5 :	Content : Perform and reflect
<ul style="list-style-type: none"> <li><b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> </ul>	<ul style="list-style-type: none"> <li><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li> <li><b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> </ul>

## PERFORMING ARTS

### Grade 5 : Term 1

### Content : Warm up and play

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| <ul style="list-style-type: none"><li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li><li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li><li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li><li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li><li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li><li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li><li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li><li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li><li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li><li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li><li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance.</li></ul> | <ul style="list-style-type: none"><li>• <b>Listen</b> to and <b>identify</b> musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).</li><li>• <b>Communicate</b> a musical intention using the interface of pitch-based harmony (mellophone) instruments.</li><li>• <b>Focus</b> on music from a variety of South African forms.</li><li>• <b>Investigate</b> and <b>explain</b> the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.</li><li>• <b>Classify</b> African instruments in terms of ideophones, chordophones, membranophones, aero phones, and Western instruments according to strings, woodwinds, brass and percussion.</li><li>• <b>Discuss</b> any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound:<ul style="list-style-type: none"><li>▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides;</li><li>▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamellaphone;</li><li>▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam;</li></ul></li></ul> |
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## PERFORMING ARTS

Grade 5 : Term 1

Content : Warm up and play

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| <ul style="list-style-type: none"> <li>• <b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li>• <b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li>• <b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games</li> <li>• <b>Begin</b> to see differences between self and the role being played.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> </ul> | <ul style="list-style-type: none"> <li>▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;</li> <li>▪ trumpets made of animal horns and wood.</li> <li>• <b>Participate</b> in musical call and response games and activities.</li> <li>• <b>Sing</b> and/or <b>play</b> canons, rounds and two-part songs with other learners, using natural, manufactured and found instruments.</li> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> songs found in the immediate environment.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Express</b> own personal sense of identity and uniqueness in any art form.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Recognise</b> the letter names of notes on lines and in spaces on a treble staff and their difference in pitch.</li> <li>• <b>Recognise</b> crotchet, minim and quaver note values and rests in a short melody.</li> <li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> </ul> |
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<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 1</b>	<b>Content : Warm up and play</b>
<ul style="list-style-type: none"> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> </ul>	
<b>Grade 5 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of Self in Society.</b> Positive Self Concept Formation.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise rhythms.</li> <li>• Learners perform rhythms (crotchets, minims, crotchet rests, minim rests) use body percussion and/or percussion instruments, songs, in unison, in tune and in time to accompaniment of the group.</li> <li>• Group discussion: revise mime techniques.</li> <li>• Learner mime a positive coping mechanism in a difficult situation with a friend.</li> </ul>	<p><b>Week 3: Health, Social and Environmental Responsibility.</b> How to do your own budget, income and expenditure.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise percussive musical instruments.</li> <li>• Teacher plays DVD's and CD's and show pictures of instruments while discussing expressive qualities of percussive musical instruments.</li> <li>• Learners identify expressive qualities of percussive musical instruments in an African music piece.</li> <li>• Learners classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch classification (high-low).</li> </ul>

## PERFORMING ARTS

Grade 5 : Term 1

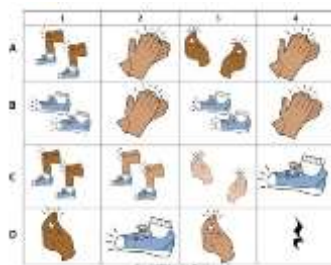
Content : Warm up and play

*Mime exercises help further develop oral expression and self-esteem. By using attentiveness, students further develop their observational skills through focus and detail.*

### Definition of Body percussion:

Body percussion is used extensively in music education, because of its accessibility—the human body is the original musical instrument and the only instrument that every student possesses. Using the body in this manner gives students a direct experience of musical elements, such as [beat](#), [rhythm](#), and [metre](#) and helps a student internalise rhythmic skills.

### Example of body percussion:



**Week 4-5: Health, Social and Environmental Responsibility.** Social Factors that contribute to substance abuse.

- Group discussion: different cultural songs in South Africa.
- Group discussion: differences between cultural groups.
- Learners sing cultural songs to show the difference between different cultural groups.

**Week 7: Social responsibility.** Democracy and Citizenship.

- Group discussion: what is animation?
- Teacher discuss national leaders.
- Learners use animation (bring to life) of objects (props, puppets) to portray a character or tell a simple story about a national leader.

Grade 5 : Second Year

Activities, techniques, notes, etc.



## PERFORMING ARTS

Grade 5 : Term 1

Content : Warm up and play

**Week 1: Development of Self in Society.** Positive Self Concept Formation.

- Group discussion: revise movement sentences.
- Learners perform movement sequences: explore contrasts include contrasts in time (slow/quick), levels (high/medium/low), direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light).
- Group discussion: revise mime techniques.
- Learners role play a positive coping mechanism when having a difficult situation with a friend.

### Definitions:

- **Movement Idea:** A created movement that results from a thought or other motivation.
- **Movement Patterns:** Movement composed of the elements of dance in a regular arrangement, configuration or design; a dance pattern.
- **Movement Phrase:** A sequence of dance movements making up part of a choreographic pattern. A dance phrase.
- **Movement Sentence:** a Combination of movements such as run-stop-turn-reach-drop, to demonstrate a certain emotion or idea as part of a dance phrase.

**Week 3: Health, Social and Environmental Responsibility.** How to do your own budget, income and expenditure.

- Group discussion: revise expressions of different moods.
- Teacher plays CD's with Western and African music while discussion expressions of different moods.
- Learners identify expressions of different moods both visually and aurally. Use selected examples of Western or African music.

**Week 4-5: Health, Social and Environmental Responsibility.** Social Factors that contribute to substance abuse.

- Group discussion: clothing, songs and dances of other cultures.
- Teacher shows DVD's, pictures and photographs of other cultures and discusses the clothes, songs and dances of other cultures.
- Group discussion: learners decide which culture they are going to display.

Learners dress up in clothes from other cultures, and perform songs and dances from these cultures.

**Week 7: Social responsibility.** Democracy and Citizenship.

- Group discussion: revise notation of rhythms.

PERFORMING ARTS	
Grade 5 : Term 1	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Movement Sequence:</b> Movements linked together to form a series much like words linked together to form sentences, paragraphs and essays.</li> <li>• <b>Imagery:</b> the use of words, pictures or gestures to describe ideas or actions in poems, books or dramas.</li> </ul> <p><b>Imagery:</b> uses the voice, gesture and body shape to illustrate certain images in dramas. Imaginative use of simple props as stimulus material show ho the same object can represent different things and different moods. Imagery can also be used to express feelings and thoughts.</p>	<ul style="list-style-type: none"> <li>• Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests</li> <li>• Learners perform musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns</li> </ul> <p>Learners create a song to sing on a National Day for example Freedom day or Women's day.</p>
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of Self in Society.</b> Positive Self Concept Formation.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise drama techniques.</li> <li>• Teacher read an African folktale or traditional story.</li> <li>• Learners perform an African folktale or traditional story.</li> <li>• Learners read and interpret an appropriate story, then improvise and develop a short drama for presentation.</li> <li>• Learners consider: - clear plot and credible characters - highlighting key moments - using space and narrative devices effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners perform role play in pairs showing how to apply for a grant. Learner can use all the role players for example the social worker, medical nurse and officials from the department.</li> </ul> <p><b>Week 4-5: Health, Social and Environmental Responsibility.</b> Social Factors that contribute to substance abuse.</p> <ul style="list-style-type: none"> <li>• Group discussion: different national days in South Africa for example Freedom day, Youth day etc.</li> <li>• Learners perform in a concert doing dances and songs as part of the festivities of a national day for example Freedom day.</li> </ul>

## PERFORMING ARTS

Grade 5 : Term 1

Content : Warm up and play

**Week 3: Health, Social and Environmental Responsibility.** How to do your own budget, income and expenditure.


- Group discussion: revise different types of drama in South Africa.
- Learners identify different types of drama in South Africa, considering social or cultural context, purpose and unique characteristics (such as praise poetry, traditional storytelling, workshop theatre, physical theatre, children's theatre, pantomime).
- Group discussion: revise mime techniques.

**Week 7: Social responsibility.** Democracy and Citizenship.

- Group discussion: revise C major scale.
- Learners perform C Major scale and simple melodies in C Major. Learners use the C major scale and create own melody that can be sung in canon to support democracy

VISUAL ARTS Grade 5 TERM 1			
Week	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
2	<b>Development of Self in Society</b> Sexuality, Relationships and Friendships:  <b>VISUAL ARTS</b>  Create in 3-D	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise working with earthenware clay.</li> <li>• Demonstration by teacher: how to work with earthenware clay.</li> <li>• Teacher show DVD's and photos with examples of friendship jewelry.</li> <li>• Learners create a friendship necklace or bracelet using earthenware clay.</li> </ul>

## VISUAL ARTS Grade 5 TERM 1

			<p><b>Examples of friendship jewelry made with earthenware clay.</b></p> 
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise working with earthenware clay.</li> <li>• Demonstration by teacher: how to work with earthenware clay.</li> <li>• Teacher show DVD's and photos with examples of masks showing emotions..</li> <li>• Learners make a mask of the human face using earthenware clay showing emotions.</li> </ul>

## VISUAL ARTS Grade 5 TERM 1

- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.




### Grade 5 : Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.


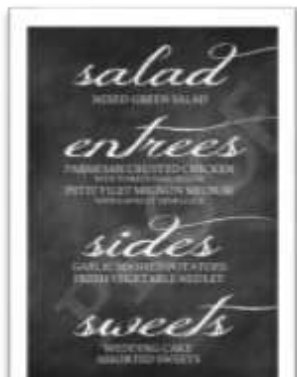
### Grade 5 : Third Year

- Group discussion: revise working with earthenware clay.
- Demonstration by teacher: how to work with earthenware clay.
- Teacher show DVD's and photos with examples of friendship walls.

## VISUAL ARTS Grade 5 TERM 1

		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners create a friendship wall with friends to show how friends that work together will strengthen a relationship.</li> </ul> <p><b>Example of a friendship wall</b></p> 
3	<b>VISUAL ARTS</b>  <b>Health, Social and Environmental Responsibility</b>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: different strategies and variety of media techniques that can be used to make a poster of mural to advertise.</li> <li>• Teacher shows DVD's, photographs and pictures to show examples of posters and murals advertising a market day.</li> </ul>

## VISUAL ARTS Grade 5 TERM 1

	<p>How to do your own budget, income and expenditure.</p> <p>Create in 2-D</p>	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners design a poster or paint a mural to advertise a market day, exploring a variety of media and techniques.</li> </ul> <p><b>Example of a poster advertising a market day.</b></p> 
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: different designs for menu's.</li> <li>• Teacher shows DVD's, photographs and pictures to show examples of different menus.</li> <li>• Learners design a menu for a coffee shop or restaurant at the market day.</li> </ul> 



## VISUAL ARTS Grade 5 TERM 1

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

### Grade 5 : Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.

### Grade 5 : Third Year

- Group discussion: different designs for flyers.
- Teacher shows DVD's, photographs and pictures to show examples of designs for flyers.
- Learners design a flyer to invite people to a market day.



### Examples of a flyer inviting people to a market day




VISUAL ARTS Grade 5 TERM 1			
		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	
6	<b>Social responsibility</b> <b>Constitutional rights and Responsibility</b> <b>(Democracy and Human Rights)</b>  Diversity, Life events	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Learners observe photographs and objects related to objects they could create to be sold at the Market Day.</li> <li>• Learners observe photographs or objects related to advertising the market day for example murals painted or posters made for the market day.</li> </ul>
		<b>Grade 5 : Second Year</b>	<b>Grade 5 : Second Year</b>

VISUAL ARTS Grade 5 TERM 1			
	and social interactions.	<ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs and real objects to identify and name all art elements related to clay images and products that can be sold at a market day.</li> <li>• Learners observe photographs and objects related to different menu's that can be used in coffee shops or restaurants.</li> </ul>
	<b>VISUAL ARTS</b>  Visual Literacy	<b>Grade 5 : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> </ul>	<b>Grade 5 : Third Year</b> <ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name colour and balance in images or products that can be sold at a market day.</li> <li>• Learners observe photographs and real objects related to invitations to attend a market day.</li> </ul>

## VISUAL ARTS Grade 5 TERM 1

		<ul style="list-style-type: none"> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	
	Create in 3-D	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, pictures and photographs to show different craft articles.</li> <li>• Group discussion: revise techniques used to create a specific craft object.</li> <li>• Learners create any craft object that could be sold at a market day. The craft object could range from a beaded necklace, bracelet to a basket or any other craft object that will be a best seller.</li> <li>• The beads could be rolled with paper or clay beads can be created.</li> </ul> <p><b>Examples of craft objects:</b></p> <div>   </div>

## VISUAL ARTS Grade 5 TERM 1

VISUAL ARTS Grade 5 TERM 1			
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: how to decorate craft articles.</li> <li>• Teacher shows DVD's, pictures and photographs of craft articles and discuss the decoration of the article.</li> <li>• Learners decorate mason jars to sell at a market day.</li> <li>• Learners decorate or make articles that can be put into a mason jar for example different sticks</li> </ul> <p><b>Examples of mason jars and painted sticks</b></p> 
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: different techniques and material that are used to create and decorate cards.</li> </ul>

## VISUAL ARTS Grade 5 TERM 1


- line, tone, texture, spatial arrangement, contrast, composition;
- mixing of primary and secondary colours.
- Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Teacher shows DVD's, pictures and photographs of decorated cards and discusses different techniques that was used.
- Learners create and decorate cards that can be sold at a market day.

### Examples of decorated cards



## VISUAL ARTS Grade 5 TERM 1

8	<b>VISUAL ARTS</b>  <b>World of work</b>  Workplace Rules and Processes  Create in 2-D	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul> <p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> </ul> </li> </ul>	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: specific rules for a workplace.</li> <li>• Teacher shows DVD's, pictures and photographs of posters that can be used in a workplace.</li> <li>• Learners make a small poster portraying specific rules for a workplace.</li> <li>• <b>Examples of posters</b>  <b>with rules that can be used in a workplace</b></li> </ul> <p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise the craft of making a collage.</li> </ul>
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## VISUAL ARTS Grade 5 TERM 1

- mixing of primary and secondary colours.
- Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

Grade 5 : Third Year

- Teachers shows DVD's, pictures and photographs of decorated books or files using the craft of collage.



collage.

- Learners make a collage of pictures or photos that can decorate the front of a book or a file.
- Learners use different shapes or letters to create the collage.

**Examples of collage used for decoration:**



Grade 5 : Third Year




## VISUAL ARTS Grade 5 TERM 1

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Group discussion: techniques that can be used to decorate a desk pad.
- Learners make a personalized desk pad.

### Examples of personalized desk pads.



VISUAL ARTS Grade 5 TERM 1			
9	<b>VISUAL ARTS</b>  <b>World of work</b>  Decision Making  Create in 3-D	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: how to decorate a tin.</li> <li>• Teacher shows DVD's, photographs and pictures of decorated tins.</li> <li>• Learners decorate a tin to make a "piggy bank".</li> </ul> <p><b>Example of a decorated tin "piggy bank".</b></p> 
		<b>Grade 5 : Second Year</b>	<b>Grade 5 : Second Year</b>

## VISUAL ARTS Grade 5 TERM 1

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

**Grade 5 : Third Year**

- Group discussion: how to make a card holder for a bank card.
- Teacher shows DVD's. photographs and pictures of different card holders.
- Group discussion: tools and equipment needed to make a card holder.
- Learners make a card holder for bank card or ID card.



**Examples of card holders**



**Grade 5 : Third Year**

- Group discussion: how to make or decorate a "box bank" or 'dream bank'.

## VISUAL ARTS Grade 5 TERM 1

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Teacher demonstrates how to make a “box or dream bank”.
- Teacher shows DVD’s, photographs and pictures of different “box banks”.
- Group discussion: tools and equipment needed to make a ‘box- or dream bank”.
- Learners make or decorate a “box bank” or “dream bank” for saving for a specific goal.

### Example of a “dream ba



**VISUAL ARTS Grade 5 TERM 1**

**The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.**

### 3.24. Grade 5 : Term 2

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control.</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> </ul>
Grade 5 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of self in the society.</b> Goal setting.</p> <p><b>Learners warm up and cool down</b></p> <ul style="list-style-type: none"> <li>• Learners do awareness of breathing in relaxation and movement exercises (e.g. simple sequences where each movement is on an 'in' or 'out' breath, to music or drum beat).</li> <li>• Learners do body part isolations in warm up exercises as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.).</li> </ul> <p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise rhythm games.</li> <li>• Learners perform rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres).</li> </ul>	<p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners perform directional games in general space.</li> <li>• Learners perform creative games combining music and movement (e.g. physical movements to describe high/low notes).</li> <li>• Learners perform call and response games (e.g. call and response songs with movements).</li> </ul> <p><b>Week 8: World of work.</b> Documentation required.</p> <ul style="list-style-type: none"> <li>• Learners warm up the body: learners do awareness of breathing in relaxation and movement (e.g. simple sequences where each movement is on an 'in' or 'out' breath, to music or drum beat).</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 2</b>	<b>Content : Warm up and play</b>
<p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>Learners do imaginative breathing exercises (such as ‘painting’ imaginary pictures, inspired by music, with the breath) and rolling up and down the spine to warm up the voice.</li> <li>Learners do imaginative breathing exercises (such as ‘painting’ imaginary pictures, inspired by music, with the breath) to warm up the voice.</li> </ul>	<ul style="list-style-type: none"> <li>Learners do body part isolations in warm up exercises as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.).</li> </ul>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of self in the society.</b> Goal setting.</p> <p><b>Learners warm up and cool down</b></p> <ul style="list-style-type: none"> <li>Learners do physical warm up exercises for co-ordination and control (including floor work, body part isolations, knee bends and rises).</li> </ul> <p><i>Teacher could use imagery to guide learners through the activity, e.g., ‘you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up’, etc. During the activity each body part is focused onto develop co-ordination and control.</i></p>	<p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform sensory games responding to aural, oral, visual, tactile and kinaesthetic stimuli.</li> <li>Learners perform spatial awareness games (including lunges, arm swings, transfers of weight, etc.).</li> </ul> <p><b>Week 8: World of work.</b> Documentation required.</p> <p><b>Learners warm up the body</b></p>



PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>Learners warm up the voice: sing warm up songs (including South African songs in unison, canon, and call and response).</li> </ul> <p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including breathing awareness exercises, sliding sighs, rolled consonants, using wide range of notes sliding from high to low).</li> </ul>	<ul style="list-style-type: none"> <li>Learners do physical warm up exercises for co-ordination and control (including floor work, body part isolations, knee bends and rises).</li> </ul> <p><i>Teacher could use imagery to guide learners through the activity, e.g., 'you are puppets lying on the floor, I take one string and lift you upwards, I pull both strings and your hands are coming up', etc. During the activity each body part is focused onto develop co-ordination and control.</i></p>
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of self in the society.</b> Goal setting.</p> <p><b>Learners warm up and cool down</b></p> <ul style="list-style-type: none"> <li>Learners do physical warm up exercises for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences).</li> </ul> <p>Learners cool down (including stretches and flowing movements).</p>	<p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform spatial awareness games (including lunges, jumps, arm swings, etc.).</li> </ul> <p><b>Week 8: World of work.</b> Documentation required.</p> <p><b>Learners warm up the body and cool down</b></p>

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>Learners warm up the voice: sing warm up songs (including traditional songs in unison, canon, two part harmony, and/or call and response).</li> </ul> <p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including breath control exercises, articulation in tongue twisters, proverbs, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Learners do physical warm up exercises for co-ordination and control (including spinal warm up, arm swings with knee bounces, knee bends and rises, parallel and turned out feet, feet together and feet apart, and co-ordinating with arms; dance steps and sequences).</li> <li>Learners do cool-down exercises (including stretches and flowing movements).</li> </ul>
Grade 5 :	Content : Improve and create
<ul style="list-style-type: none"> <li><b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance.</li> <li><b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li><b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li><b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> </ul>	<ul style="list-style-type: none"> <li><b>Identify</b> different aspects of pulse by clapping and moving.</li> <li><b>Recognise</b> the letter names of notes on lines and in spaces on a treble staff and their difference in pitch.</li> <li><b>Recognise</b> crotchet, minim and quaver note values and rests in a short melody.</li> <li><b>Listen</b> to and <b>identify</b> musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).</li> <li><b>Communicate</b> a musical intention using the interface of pitch-based harmony (mellophone) instruments.</li> <li><b>Focus</b> on music from a variety of South African forms.</li> </ul>

## PERFORMING ARTS

### Grade 5 : Term 2

### Content : Warm up and play

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| <ul style="list-style-type: none"><li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li><li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li><li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li><li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li><li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li><li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li><li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li><li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li><li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li><li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li><li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li></ul> | <ul style="list-style-type: none"><li>• <b>Investigate</b> and <b>explain</b> the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.</li><li>• <b>Classify</b> African instruments in terms of ideophones, chordophones, membranophones, aero phones, and Western instruments according to strings, woodwinds, brass and percussion.</li><li>• <b>Discuss</b> any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound:<ul style="list-style-type: none"><li>▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides;</li><li>▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamellaphone;</li><li>▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam;</li><li>▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;</li><li>▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;</li><li>▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam;</li></ul></li></ul> |
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<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 2</b>	<b>Content : Warm up and play</b>
<ul style="list-style-type: none"> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> </ul>	<ul style="list-style-type: none"> <li>▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;</li> </ul>
<b>Grade 5 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of self in the society.</b> Goal setting.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise movement sentences and sound pictures.</li> <li>• Learners perform movement responses to sound pictures (considering levels, directions, rhythms and weights of movement).</li> </ul> <p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise rhythm patterns.</li> <li>• Learners play follow the leader; teacher claps a rhythmic pattern for the class, the learners answer with their own rhythmic pattern.</li> </ul>	<p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>• Teacher introduce learners to a variety of traditional Western and indigenous instruments ranging from triangles, tambourines, drums, recorders, guitars, cymbals, marimbas, etc.</li> <li>• Learners explore the different sounds that are produced by these instruments.</li> </ul> <p><b>Week 8: World of work.</b> Documentation required.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise rhythmic patterns and body percussion.</li> <li>• Learners perform rhythmic patterns using body percussion or percussion instruments.</li> <li>• Learners clap different rhythms, using percussion instruments (they could use their self-made instruments).</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 2</b>	<b>Content : Warm up and play</b>
<ul style="list-style-type: none"> <li>Teacher develop this activity by dividing class into pairs, one learner claps a rhythmic pattern and the partner answers with the same pattern and adding his/her own pattern.</li> </ul> <p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>Learners create instruments using found objects (e.g. stones, cans, seeds, pipes, bottles etc.).</li> <li>Learners perform sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms).</li> </ul>	<p><i>This activity could develop into call and response songs and games – the teacher divides the class into a calling and response group. Each group learns part of the song. Add a drum to accompany the song (e.g. Shosholoza).</i></p>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of self in the society.</b> Goal setting.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances.</li> <li>Teacher guides learners in doing jumps, lunges, balancing activities and ways to transfer weight from on body part to another.</li> <li>Learners divide into groups of four to six. They explore different ways to combine the movements they have explored,</li> </ul>	<p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>Learners perform melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast.</li> </ul> <p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creating own instruments.</li> <li>Learners create their own instruments using found objects, e.g. shakers using empty plastic containers filled with rice, sand,</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 2</b>	<b>Content : Warm up and play</b>
<p>experimenting with different kinds of lunges, jumps, and ways to balance as well as to transfer the weight from one body part to another.</p> <p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences, using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances.</li> <li>Learners perform combinations of two or more movements with a partner.</li> </ul>	<p>beans, etc.; wind instruments using drinking straws cut in different lengths, etc.</p> <p><b>Week 8: World of work.</b> Documentation required.</p> <ul style="list-style-type: none"> <li>Group discussion: revise rhythmic patterns.</li> <li>Learners perform melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast.</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of self in the society.</b> Goal setting.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences, using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth.</li> <li>Learners perform movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus.</li> </ul>	<p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>Group discussion: structure of short musical pieces. Learners study and play short musical pieces, structured in binary form (A B), and ternary form (A B A).</li> </ul> <p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>Group discussion: revise traditional instruments.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 2	Content : Warm up and play
<p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences, using elements of dance, including time: rhythm and space.</li> </ul>	<ul style="list-style-type: none"> <li>Learners use traditional instruments to perform a percussion band song.</li> </ul> <p><b>Week 8: World of work.</b> Documentation required.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus.</li> </ul>
Grade 5 :	Content : Perform and reflect
<ul style="list-style-type: none"> <li><b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li><b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> <li><b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> <li><b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> <li><b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li><b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li><b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li><b>Begin</b> to see differences between self and the role being played.</li> <li><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li><b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li><b>Work</b> with others when exploring situations in role.</li> <li><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li><b>Assume</b> both leader and follower roles willingly in dramatic activities.</li> </ul>

## PERFORMING ARTS

### Grade 5 : Term 2

### Content : Warm up and play

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| <ul style="list-style-type: none"><li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li><li>• <b>Participate</b> in simple dances based on formations and patterns.</li><li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li><li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li><li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li><li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li><li>• <b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</li><li>• <b>Work</b> co-operatively with partners, improvising and composing dance sequences.</li><li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</li><li>• <b>Convey</b> feelings and ideas through facial expression and gesture.</li><li>• <b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</li><li>• <b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</li></ul> | <ul style="list-style-type: none"><li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li><li>• <b>Listen</b> to and <b>identify</b> musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).</li><li>• <b>Communicate</b> a musical intention using the interface of pitch-based harmony (mellophone) instruments.</li><li>• <b>Focus</b> on music from a variety of South African forms.</li><li>• <b>Investigate</b> and <b>explain</b> the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.</li><li>• <b>Classify</b> African instruments in terms of ideophones, chordophones, membranophones, aero phones, and Western instruments according to strings, woodwinds, brass and percussion.</li><li>• <b>Discuss</b> any of the following types of instrument in terms of the shape, materials used, type of sound, how it is played, what makes the sound:<ul style="list-style-type: none"><li>▪ drums - made of wood, gourds or clay - to show the different membranes that are made of cow, goat or donkey hides;</li><li>▪ percussion instruments - rattles, bells, clap stick, slit gongs, mbira, xylophones, kalimba, likembe, lamellaphone;</li></ul></li></ul> |
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<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 2</b>	<b>Content : Warm up and play</b>
<ul style="list-style-type: none"> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li>• <b>Explore</b> the use of expressive mime to convey ideas and feelings.</li> <li>• <b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</li> </ul>	<ul style="list-style-type: none"> <li>▪ stringed instruments - musical bows, lutes, lyres, harps, zithers, kora, xalam;</li> <li>▪ wind instruments - flutes made from bamboo, reeds, wood, clay and bones;</li> <li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> </ul>
<b>Grade 5 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>• Group discussion: how to create a song.</li> <li>• Demonstration by teacher: creating a song.</li> <li>• Group discussion: learners discuss the meaning of Earth day.</li> <li>• Learners create their own song about Earth day to demonstrate difference in pitch and note values, using voice and found and natural instruments.</li> <li>• Some learners can sing the song and other learners can do a dance on the song simultaneously.</li> </ul> <p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise mime techniques.</li> <li>• Learners mime a situation where a fire is started in the house and the family must try and save the house as well as themselves.</li> </ul>	<p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>• Teacher plays African music and discuss the expressive qualities of the instruments used in the piece.</li> <li>• Learners identify the expressive qualities of melodic musical instruments in an African music piece.</li> <li>• Learners classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low).</li> </ul> <p><b>Week 8: World of work.</b> Documentation required.</p> <ul style="list-style-type: none"> <li>• Group discussion revise pitch and note values.</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 2</b>	<b>Content : Warm up and play</b>
	<ul style="list-style-type: none"> <li>Learners create melodies to demonstrate difference in pitch and note values, using voice and found and natural instruments, in range of 5th (doh to soh).</li> </ul>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 3-4: Health and Social Responsibility.</b> First Aid.</p> <ul style="list-style-type: none"> <li>Group discussion: different cultural dances in South Africa.</li> <li>Group discussion: specific features of each cultural song.</li> <li>Learners experiment with different dances like Hip Hop, Pantsula, Langarm, Toyi-Toyi, Maypole, exploring different cultural contexts.</li> <li>During the dance teacher makes the learners aware of key words such as parallel, symmetry and distance.</li> </ul> <p><b>Week 5: Health and Social Responsibility.</b> Safety at home.</p> <ul style="list-style-type: none"> <li>Group discussion: revise role play techniques.</li> <li>Learners role play a situation where some family member in the home drank something that is dangerous. Show how everybody must work together and what each person have to do to save the family member.</li> </ul>	<p><b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.</p> <ul style="list-style-type: none"> <li>Teacher plays selected pieces of music and discusses different genres.</li> <li>Group discussion: revise elements of music in different genres.</li> <li>Learners listen to two selected pieces of music/songs representing different genres (such as Blues, Pop, Kwaito, Classical, Traditional, Free-Kiba, Opera, Musicals, Malombo, Kwassa-Kwassa, Techno, Soukous), considering the genre, style, instruments, and elements of music in each.</li> </ul> <p><b>Week 8: World of work.</b> Documentation required.</p> <ul style="list-style-type: none"> <li>Group discussion: revise mime techniques.</li> <li>Learners perform a mime sequence using sensory detail and emotional expression, and showing weight, size and shape.</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 3-4: Health and Social Responsibility.</b> First Aid.	<b>Week 7: Social responsibility.</b> Social Benefits and Responsibility.

## PERFORMING ARTS

### Grade 5 : Term 2

### Content : Warm up and play

- Group discussion: revise rhythmic drum patterns.
- Teacher select a piece of music and a cultural dance that the learners will find interesting.
- Learners base some of the warm up and play exercises on the steps that will be used in the dance sequence.
- Learners create movement sequences that are based on the dance that will be performed.
- Teacher allow learners to work in groups or pairs when they rehearse for the presentation – remind learners of eye contact and focus.

The rhythmic patterns on the drum need to be explored by all learners

#### **Week 5: Health and Social Responsibility.** Safety at home.

- Group discussion: revise different drama techniques.
- Learners create a drama with different family members having a medical problem at home. Include safety rules and measures that must be taken in the house.

- Teacher discusses different dance types in South Africa.
- Group discussion: unique characteristics of different dance types in South Africa.
- Learners observe and discuss two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance).



#### **Week 8: World of work.** Documentation required.

- Group discussion: revise cultural dances.
- Teacher shows a DVD and discusses different cultural dances portrayed on the DVD.
- Learners select a cultural dance; observe and discuss the steps and styles of the dance in a recorded or live performance.
- Learners rehearse a cultural dance for presentation



VISUAL ARTS GRADE 5 Term 2			
Week	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b>  <b>Development of self in the society</b>  Goal setting  Visual literacy	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Learners find examples of artistic lettering and or pattern-making to show different art elements.</li> <li>• Learners observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making.</li> </ul>
		<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> </ul>	<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs and real objects to identify and name all art elements related to indigenous African patterns and African body adornment.</li> </ul>


## VISUAL ARTS GRADE 5 Term 2

		<ul style="list-style-type: none"> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners observe photographs/ pictures/videos of a variety of art works such as murals depicting different patterns, as well as images of African body adornment.</li> </ul>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Learners observe photographs/pictures/videos of a variety of art works depicting different fonts and designs of letters on gift wrapping paper or cards.</li> <li>• Learners observe photographs/pictures/videos of a variety of art works depicting reli�f mandalas.</li> </ul>

VISUAL ARTS GRADE 5 Term 2			
2	Development of self in society	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: how to use letters of the alphabet for decoration or craft articles.</li> <li>• Teacher shows DVD's, photos and pictures of different craft articles made with letters of the alphabet.</li> <li>• Learners use one letter of the alphabet and create a door hanger or fun poster.</li> </ul>
	Future options  <b>VISUAL LITERACY</b>  Create in 2-D	<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<div>   </div> <p><b>Examples of craft objects using the letters of the alphabet</b></p> <b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise the craft of collage.</li> </ul>

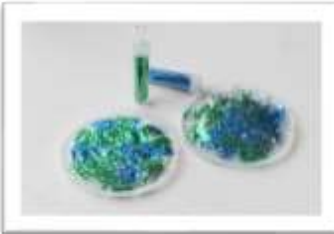

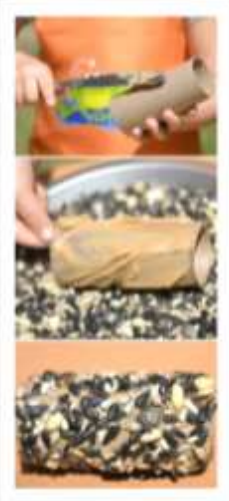
## VISUAL ARTS GRADE 5 Term 2

		<ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows DVD's, photos and pictures of craft articles decorated with collage and using different letters of the alphabet.</li> </ul>  <ul style="list-style-type: none"> <li>• Learners make a craft article and decorate it with collage using different letters and mediums.</li> </ul> <p><b>Examples of craft articles using letters of the alphabet</b></p> 
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> </ul> </li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: what is a relief mandala.</li> <li>• Teacher shows DVD's, photos and pictures of relief mandalas.</li> <li>• Group discussion: how to make a relief mandala.</li> <li>• Learners design or colour a relief mandala.</li> </ul>


VISUAL ARTS GRADE 5 Term 2			
		<ul style="list-style-type: none"> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p>Mandala is a graphic and often symbolic pattern, usually in the form of a circle divided into four separate section or bearing a multiple projection of an image.</p> <p>Patterns of mandalas are available in art shops as well as in colouring books.</p>  <p><b>Examples of reli�f mandalas above</b></p>
	<b>VISUAL ARTS</b>  <b>Health and Social Responsibility</b>  First Aid	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise Earth day activities and meaning of Earth day.</li> <li>• Group discussion: how to make a craft article using the craft of paper- mach�.</li> <li>• Demonstration by teacher – how to make a suncatcher.</li> <li>• Demonstration by teacher – how to make a paper-mach� light up globe.</li> </ul>





## VISUAL ARTS GRADE 5 Term 2

	Create in 3-D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: tools and equipment needed when making the craft article.</li> <li>• Learners make an Earth day suncatcher or a paper-maché light up globe.</li> </ul> <p><b>Examples of Earth day craft articles</b></p>  
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise Earth day activities and meaning of Earth day.</li> <li>• Group discussion: how to make a bird feeder using recycled materials.</li> <li>• Demonstration by teacher – how to make a birdfeeder.</li> </ul> 

## VISUAL ARTS GRADE 5 Term 2

3-4		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: tools and equipment needed when making the craft article.</li> <li>• Learners make a bird feeder using recycled materials.</li> </ul>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise Earth day activities and meaning of Earth day.</li> <li>• Group discussion: what is a terrarium.</li> <li>• Demonstration by teacher – how to make a terrarium in a bottle.</li> </ul> 

VISUAL ARTS GRADE 5 Term 2			
		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: tools and equipment needed when making the craft article.</li> <li>• Learners make a terrarium in a bottle</li> </ul> 
6	<b>Social responsibility</b>  Human rights  <b>VISUAL ARTS</b>  Create in 2-D	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise Beading techniques.</li> <li>• Demonstration by teacher – how to do beading of a bottle.</li> <li>• Group discussion: tools and equipment needed when beading a bottle with the colour of the South African flag.</li> <li>• Learners bead a bottle using the colours of the South African flag.</li> </ul> <b>Example of a beaded bottle</b> 

## VISUAL ARTS GRADE 5 Term 2

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

### Grade 5 : Second Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.


### Grade 5 : Second Year


- Group discussion: revise Beading techniques.
- Demonstration by teacher – how to do beading of a tin cup.
- Group discussion: tools and equipment needed when beading a tin cup with the colour of the South African flag.
- Learners bead a tin cup using the colours of the South African flag.

#### Example of a beaded tin cup



## VISUAL ARTS GRADE 5 Term 2

		<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise Beading techniques.</li> <li>• Demonstration by teacher – how to do beading of a musical instrument for example a vuvusela.</li> <li>• Group discussion: tools and equipment needed when beading a musical instrument with the colour of the South African flag.</li> <li>• Learners bead a musical instrument using the colours of the South African flag.</li> </ul> <p><b>Example of a beaded Vuvusela</b></p> 

VISUAL ARTS GRADE 5 Term 2			
9	World of work	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise recycling and recycled materials.</li> <li>• Demonstration by teacher – how to make a craft article using recycled materials.</li> <li>• Group discussion: tools and equipment needed when making a craft article with recycled materials.</li> <li>• Learners make a craft article using recycled bottle caps.</li> </ul> <p><b>Example of pictures using bottle caps (above)</b></p> 
		<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<b>Grade 5 : Second Year</b>

## VISUAL ARTS GRADE 5 Term 2

		<ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: revise recycling and recycled materials.</li> <li>• Demonstration by teacher – how to make a craft article using recycled materials.</li> <li>• Group discussion: tools and equipment needed when making a craft article with recycled materials.</li> <li>• Learners make a craft article using recycled newspapers.</li> </ul>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise recycling and recycled materials.</li> <li>• Demonstration by teacher – how to make a craft article using recycled materials.</li> </ul>



Example of pictures with recycled newspapers

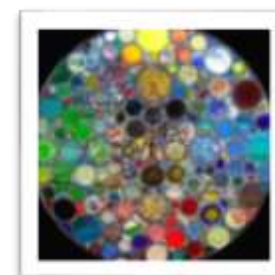


## VISUAL ARTS GRADE 5 Term 2

- line, tone, texture, spatial arrangement, contrast, composition;
- mixing of primary and secondary colours.
- Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Group discussion: tools and equipment needed when making a craft article with recycled materials.
- Learners make a craft article using recycled glass.

### Examples of craft articles using recycled glass



### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.



3.25. Grade 5 : Term 3

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control.</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> </ul>	
Grade 5 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of the self.</b> Abilities, interests and potential.</p> <ul style="list-style-type: none"> <li>• Learners roll up and down the spine and bend sideward.</li> <li>• Learners do floor work including rounding and lengthening the spine and stretching, sitting and lying down.</li> <li>• Learners do body part isolations in warm up exercises as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head).</li> </ul> <p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>• Learners do voice warm up exercises (e.g. humming, yawning and sighing).</li> <li>• Learners perform call and response games (in speaking, singing and movement).</li> <li>• Learners do action songs (doing actions related to the specific rhythms of the song).</li> </ul>	<ul style="list-style-type: none"> <li>• Learners perform sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions).</li> </ul> <p><b>Week 7: Social Responsibility.</b></p> <ul style="list-style-type: none"> <li>• Learners do warm up exercises: roll up and down the spine and side bends.</li> <li>• Learners do floor work: include rounding and lengthening the spine and stretching, sitting and lying down.</li> <li>• Learners do body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head).</li> </ul> <p><b>Week 8: World of work.</b> The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> <li>• Learners do voice warm up exercises (e.g. humming, yawning and sighing).</li> <li>• Learners perform call and response games (in speaking, singing and movement).</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 3</b>	<b>Content : Warm up and play</b>
<p><b>Week 5: Health and environmental responsibility.</b> HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: creative drama games.</li> <li>Learners perform concentration and focus games.</li> </ul>	<ul style="list-style-type: none"> <li>Learners perform action songs (doing actions related to the specific rhythms of the song).</li> </ul>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of the self.</b> Abilities, interests and potential.</p> <ul style="list-style-type: none"> <li>Learners do physical warm up activities for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises).</li> <li>Learner do cool down activities (including stretches and flowing movements).</li> </ul> <p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including breathing awareness exercises, harmonising of vowels on different notes).</li> <li>Learners sing warm up songs (including South African songs in unison, canon, two-part harmony, and call and response).</li> </ul>	<ul style="list-style-type: none"> <li>Learners perform trust games, in pairs and small groups (e.g. sharing body weight, and other)</li> </ul> <p><b>Week 7: Social Responsibility.</b></p> <ul style="list-style-type: none"> <li>Learners do breathing and articulation activities.</li> <li>Learners start off with standing in the neutral position, focusing on the correct posture, develop breathing capacity and control by doing breathing activities, proceed to articulation activities focusing on the correct formation of the words.</li> </ul> <p><b>Week 8: World of work.</b> The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including breathing awareness exercises, harmonising of vowels on different notes).</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 3</b>	<b>Content : Warm up and play</b>
<b>Week 5: Health and environmental responsibility.</b> HIV and AIDS.Education: basic facts.  <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> </ul>	<ul style="list-style-type: none"> <li>Learners sing warm up songs (including South African songs in unison, canon, two-part harmony, and call and response).</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<b>Week 1: Development of the self.</b> Abilities, interests and potential.  <ul style="list-style-type: none"> <li>Learners do physical warm up activities for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops).</li> <li>Learners do cool down activities (including stretches and flowing movements).</li> </ul> <b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.  <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including humming on voiced consonants and vowels, resonance).</li> <li>Learners sing warm up songs (including South African songs in unison, canon, two-part harmony and call and response).</li> </ul>	<b>Week 7: Social Responsibility.</b>  <ul style="list-style-type: none"> <li>Learners do physical warm up exercises for co-ordination and control (including spinal warm up, floor work, locomotor and axial movements, stretches, transfer of weight in all directions with turning, relaxed use of joints and safe landings in runs, leaps and gallops).</li> <li>Learners do cool down activities (including stretches and flowing movements).</li> </ul> <b>Week 8: World of work.</b> The rules of the workplace and what I am NOT allowed to do at work.  <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including humming on voiced consonants and vowels, resonance).</li> <li>Learners sing warm up songs (including South African songs in unison, canon, two-part harmony and call and response).</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<p><b>Week 5: Health and environmental responsibility.</b> HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform action and reaction games.</li> </ul>	
Grade 5 :	Content : Improvise and create
<ul style="list-style-type: none"> <li><b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance.</li> <li><b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li><b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li><b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li><b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li><b>Use</b> the voice and body imaginatively in drama exercises and games.</li> <li><b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li><b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> </ul>	<ul style="list-style-type: none"> <li><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs</li> <li><b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.<b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li><b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li><b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li><b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li><b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li><b>Begin</b> to see differences between self and the role being played.</li> <li><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities</li> <li>• <b>Build</b> own movement vocabulary using: <ul style="list-style-type: none"> <li>○ locomotor movements such as walk, run leap and gallop;</li> <li>○ Non-locomotor movements such as reach, bend, rise.</li> </ul> </li> <li>• <b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</li> <li>• <b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> </ul>
Grade 5 : First Year	Activities, techniques, notes, etc.

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<p><b>Week 1: Development of the self.</b> Abilities, interests and potential.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sentences.</li> <li>Learners perform movement responses to different types of music.</li> <li>Learners explore how the mood of music can inform the mood of movement, and vice versa.</li> </ul> <p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences exploring verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: revise drama techniques.</li> </ul>	<ul style="list-style-type: none"> <li>Learners explore characters, using props as stimulus. (Ask: “Who would use this prop? How would they use it? Why would they use it?”) Consider body language, posture and gesture.</li> </ul> <p><b>Week 7: Social Responsibility.</b></p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences: explore verbal dynamics in words such as action words, directional words (words conveying a straight, turning or broken movement), contrasting words (big/small, wide/narrow, expand/contract; stretch/shrink), and word sequences.</li> </ul> <p><b>Week 8: World of work.</b> The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sentences.</li> <li>Learners perform movement responses to different types of music: explore how the mood of music informs the mood of movement, and vice versa.</li> </ul>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>

## PERFORMING ARTS

Grade 5 : Term 3

Content : Warm up and play

**Week 1: Development of the self.** Abilities, interests and potential.

- Group discussion: revise movement sentences.
- Learners perform musical phrases in pairs, using repetition, accent, call and response, and/or echo.
- Learners perform movement phrases in pairs using 'question and answer' and 'meeting and parting'.

**Week 3: Development of the self.** Peer pressure, bullying, child abuse and violent situations.

- Group discussion: revise creative drama games.
- Learners perform partner skills such as copying, leading, following and mirroring.

*Learners are divided into pairs. Each learner works with a partner and imitates the movement made by the other, or mirrors the movements made. The focus is on developing concentration and observational skills*

**Week 5: Health and environmental responsibility.** HIV and AIDS. Education: basic facts.

- Learners perform pair role-plays, using appropriate language, movement, facial expression and gesture.

*Learners remain in their pairs. Each pair is allocated a short dialogue of four lines, depicting a scenario. They are tasked to take on the role of a character and learn the four lines (two lines each). They practice performing the dialogue for a few times and then add their own dialogue to develop the scenario.*

**Week 7: Social Responsibility.**

- Group discussion: revise movement sentences.
- Learners balance in different ways on one leg, alone and with a partner.

**Week 8: World of work.** The rules of the workplace and what I am NOT allowed to do at work.

- Group discussion: revise movement phrases and musical phrases.
- Learners perform musical phrases, in pairs, using repetition, accent, call and response, and/or echo.



PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> <li>Group discussion: revise role plays.</li> </ul>	<ul style="list-style-type: none"> <li>Learners perform movement phrases in pairs using 'question and answer' and 'meeting and parting'.</li> </ul>
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of the self.</b> Abilities, interests and potential.</p> <ul style="list-style-type: none"> <li>Group discussion: conflict situations.</li> <li>Learners perform short dialogues and explore conflict within a specific context (Who? What? Where? When?) in the dialogue.</li> <li>Learners perform music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately.</li> </ul> <p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>Group discussion: cultural traditions of the learners.</li> <li>Teacher chooses a cultural tradition that the learners can relate to.</li> <li>Learners create a short drama about the cultural tradition.</li> <li>Teacher allows the learners to decide which song are going to be performed in the short drama.</li> <li>Learners use the cultural tradition as a context to explore action and reaction games.</li> <li>Learners use the cultural tradition to explore short dialogues that can be used in the drama.</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sentences and locomotor movements.</li> <li>Learners perform movement sequences exploring conflict and using a combination of loco motor and non-loco motor movements.</li> <li>Learners sing a song about the conflict situation so that it becomes an echo. I am angry ; about what-what? I want to fight –fight; where-where? When-when; now-now.</li> </ul> <p><b>Week 7: Social Responsibility.</b></p> <ul style="list-style-type: none"> <li>Group discussion: revise rhythmic patterns.</li> <li>Learners perform rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or voice</li> </ul> <p><b>Week 8: World of work.</b> The rules of the workplace and what I am NOT allowed to do at work.</p>

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
	<ul style="list-style-type: none"> <li>• Group discussion: revise different drama techniques.</li> <li>• Learners perform short dialogues: explore conflict within a specific context (Who? What? Where? When?).</li> <li>• Learners perform music phrases: explore conflict, using voice, found or made instruments, rhythm and melody appropriately.</li> </ul>
Grade 5 :	Content : Perform and reflect
<ul style="list-style-type: none"> <li>• <b>Begin</b> to see differences between self and the role being played.</li> <li>• <b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li>• <b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li>• <b>Work</b> with others when exploring situations in role.</li> <li>• <b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities</li> <li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Listen</b> to and <b>identify</b> musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).</li> <li>• <b>Communicate</b> a musical intention using the interface of pitch-based harmony (mellophone) instruments.</li> <li>• <b>Focus</b> on music from a variety of South African forms.</li> <li>• <b>Investigate</b> and <b>explain</b> the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.</li> <li>• <b>Classify</b> African instruments in terms of ideophones, chordophones, membranophones, aero phones, and Western instruments according to strings, woodwinds, brass and percussion.</li> <li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li> <li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li> <li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Participate</b> in simple dances based on formations and patterns.</li> <li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li> <li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li> <li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li> <li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li>• <b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</li> <li>• <b>Work</b> co-operatively with partners, improvising and composing dance sequences.</li> </ul>
Grade 5 : First Year	Activities, techniques, notes, etc.
<p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise mime techniques.</li> </ul>	<p><b>Week 7: Social Responsibility.</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise sound pictures.</li> <li>• Group discussion: revise body percussion.</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 3	Content : Warm up and play
<ul style="list-style-type: none"> <li>Learners building a drama from a stimulus: choose characters, develop a storyline (beginning/ middle/ end) in space and time through mimed action.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: revise role play techniques.</li> <li>Learners do a role play in pairs showing discrimination in a workplace.</li> <li>Learners create a solution for the problem and show how to handle this discrimination in a correct way.</li> </ul>	<ul style="list-style-type: none"> <li>Learners perform sound pictures using instruments (body percussion, self-made, found, traditional) to create a soundtrack for the drama and to introduce characters (considering dynamics, pitch, timbre and tempo).</li> </ul> <p><b>Week 8: World of work.</b> The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> <li>Learners sing songs to improve ability to sing in tune.</li> <li>Group discussion: how the character of the chosen songs relate to suit characters in a specific drama.</li> <li>Learners recognises melodies in range of 5th using tonic solfa (doh to soh).</li> <li>Learners listen to music and classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low).</li> </ul>
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p> <ul style="list-style-type: none"> <li>Group discussion: revise role play techniques.</li> </ul>	<p><b>Week 7: Social Responsibility.</b></p> <ul style="list-style-type: none"> <li>Group discussion: different dance steps.</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 3</b>	<b>Content : Warm up and play</b>
<ul style="list-style-type: none"> <li>Learners develop a group role-play: The two pairs match up so that there are four learners (roles) per group. Learners are tasked to find ways to combine the two role plays.</li> <li>Learners can change the dialogue to suit the newly created role-play. They should focus on developing a story with a beginning, middle section and an end.</li> <li>Learners practice the role play for a few times with teacher's guidance and perform it as a classroom drama.</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> HIV and AIDS.Education: basic facts.</p> <ul style="list-style-type: none"> <li>Group discussion: revise different drama techniques.</li> <li>Learners dramatise a situation where there is discrimination in the society.</li> <li>Learners create a song or a dance as part of the drama to show the emotions when there is discrimination to an individual.</li> <li>Learner show in the drama right and/or wrong ways to handle this discrimination.</li> </ul>	<ul style="list-style-type: none"> <li>Learners perform two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance.</li> </ul> <p><b>Week 8: World of work.</b> The rules of the workplace and what I am NOT allowed to do at work.</p> <ul style="list-style-type: none"> <li>Group discussion: revise musical notation of notes on lines and in spaces.</li> <li>Learners recognise and/or write musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale.</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 3: Development of the self.</b> Peer pressure, bullying, child abuse and violent situations.</p>	<p><b>Week 7: Social Responsibility.</b></p> <ul style="list-style-type: none"> <li>Group discussion: different types of South African music.</li> </ul>

## PERFORMING ARTS

### Grade 5 : Term 3

### Content : Warm up and play

- Group discussion: song related to specific cultural traditions.
- Learners sing songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony.

Learners consider: dynamics, melodic and rhythmic patterns; the movement (posture, facial expression, gesture) or dance element related to the song; style and mood.

**Week 5: Health and environmental responsibility.** HIV and AIDS.Education: basic facts.

- Group discussion: emotions related to discrimination situations.
- Learners create a song or a dance to show the emotions when there is discrimination to an individual.
- Group discussion: learners discuss right and wrong ways to handle this discrimination.

- Learners perform two different types of South African music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music.



**Week 8: World of work.** The rules of the workplace and what I am NOT allowed to do at work.


- Group discussion: revise musical notation and rhythm patterns.
- Learners perform musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa.
- Learners perform rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments.

VISUAL ARTS GRADE 5 Term3			
We ek	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ARTS</b>  <b>Development of the self</b>  Abilities, interests and potential  Visual literacy	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of wild and domestic animals.</li> <li>• Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name contrast and proportion in images of wild and domestic animals.</li> <li>• Teacher asks questions to deepen and extend observation of elements and design principles in images of wild or domestic animals.</li> </ul>
		<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms</li> </ul>	<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images of reptiles, insects, etc.</li> </ul>

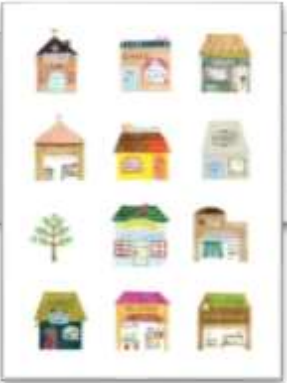

VISUAL ARTS GRADE 5 Term3			
		<p>of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and explore art elements in images of reptiles, insects, etc.</li> <li>• Teacher asks questions to deepen and extend observation of elements and design principles images of reptiles, insects, etc.</li> </ul>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Learners observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture.</li> <li>• Learners look at pictures of different buildings and discuss aspects like symmetry and perspective</li> <li>• Teacher's selection of building /s to be used in the observations must preferably from learners' own environment.</li> </ul>
2		<b>Grade 5 : First Year</b>	<b>Grade 5 : First Year</b>





VISUAL ARTS GRADE 5 Term3			
	<b>Development of the self</b>  <b>VISUAL ARTS</b>  Create in 2-D	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: how to draw an animal.</li> <li>• Group discussion: related colours.</li> <li>• Learners draw the outline of an animal and fill the page, using related colours that are next to or near to each other on the colour wheel.</li> <li>• Learners choose two related colours and a contrasting colour for the background.</li> </ul> <p><b>Drawings of animals</b></p> <div>   </div>
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> </ul> </li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: how to draw insects and reptiles.</li> <li>• Learners look at images of insects and reptiles.</li> <li>• Learners draw/paint insects or reptiles.</li> </ul>

VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher guides learners to create emphasis (point of focus) in their art works by using contrasting colour.</li> </ul> <p><b>Drawing of an insect</b></p> 
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: how to draw a building in 2-D.</li> <li>• Learners create a dream building /school/ village.</li> </ul>

VISUAL ARTS GRADE 5 Term3	
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		<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners look at shape and texture of the different parts (walls, roof, structure).</li> </ul>  <ul style="list-style-type: none"> <li>• Learners use paint/ pastels or charcoal to create the drawing.</li> </ul> <p><b>Drawings of buildings</b></p> 
4	<p><b>Development of the self</b></p> <p><b>VISUAL ARTS</b></p>	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: working with polymer clay.</li> <li>• Teacher shows DVD's, photos and pictures of wild animals made with polymer clay.</li> <li>• Demonstration by teacher: how to make a wild animal using polymer clay.</li> <li>• Group discussion: tools and equipment needed when making a craft article with polymer clay.</li> </ul>

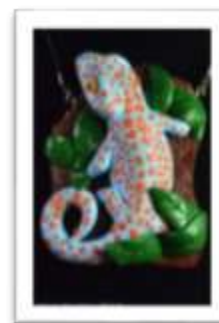
# VISUAL ARTS GRADE 5 Term3

	Create in 3-D	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Learners make a craft article of a wild animal, using polymer clay.</li> </ul> <p><b>Examples of polymer clay wild animals</b></p> <div data-bbox="1268 396 1587 721">  </div> <div data-bbox="1663 396 1885 704">  </div>
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: working with polymer clay.</li> <li>• Teacher shows DVD's, photos and pictures of reptiles and insects made with polymer clay.</li> <li>• Demonstration by teacher: how to make a reptile or insect using polymer clay.</li> </ul>

## VISUAL ARTS GRADE 5 Term3

- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Group discussion: tools and equipment needed when making a craft article with polymer clay.
- Learners make a craft article of a



reptile or an insect, using polymer clay.

**Examples of polymer clay reptiles and insects**


### Grade 5 : Third Year

- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work.



### Grade 5 : Third Year






- Group discussion: creating buildings or villages with recycled material.
- Teacher shows DVD's, photos and pictures of buildings that can be crafted using recycled material.
- Demonstration by teacher: how to make a building from recycled materials.

VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: tools and equipment needed when creating a building with recycled materials.</li> <li>• Learners create a building, school or village using recycled materials.</li> </ul> <p><b>Examples of relief buildings that can be created with recycled material.</b></p> 
6	<p><b>Health and environmental responsibility</b></p> <p>Traffic rules relevant to road users</p> <p><b>VISUAL ARTS</b></p>	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: correct clothes to wear to a job interview.</li> <li>• Teacher shows pictures or photos of clothes to wear to an interview.</li> <li>• Learners design an outfit to wear during a job interview.</li> </ul> <p><b>Examples of a collection of clothes</b></p>


## VISUAL ARTS GRADE 5 Term3

	Create in 2-D	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: how to make a collage or clothes.</li> <li>• Learners make a collage of different working clothes.</li> <li>• <b>Example of a collage or working clothes</b></li> </ul> 

## VISUAL ARTS GRADE 5 Term3

	<ul style="list-style-type: none"> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	
	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: how to make easy jewelry.</li> <li>• Group discussion: different techniques to draw or design jewelry.</li> <li>• Learners design own jewelry that can be worn during job interview</li> </ul> <p><b>Examples of jewelry</b></p> <div>   </div>



VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	
9	World of work	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:               <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: wire work techniques.</li> <li>• Teacher shows DVD's, photos and illustrations of craft objects using wire work.</li> <li>• Learners make a wire work craft article: Learners create letters that can be used for decoration. This craft can be used to sell items on a market to improve a monthly income.</li> </ul> <p><b>Example of letters made with wire:</b></p> 
	Economic cycle  <b>VISUAL ARTS</b>  Create in 3-D	<b>Grade 5 : Second Year</b>	<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• Group discussion: wire work techniques.</li> </ul>

VISUAL ARTS GRADE 5 Term3			
		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows DVD's, photos and illustrations of craft objects using wire work.</li> <li>• Learners make a wire work craft article: Learners create décor items that can be used for decoration. This craft can be used to sell items on a market to improve a monthly income.</li> </ul> <div data-bbox="1255 695 1451 976" data-label="Image"> </div> <div data-bbox="1692 375 1892 716" data-label="Image"> </div> <p><b>Examples of wire work craft articles</b></p>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> </ul> </li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: wire work techniques.</li> <li>• Teacher shows DVD's, photos and illustrations of craft objects using wire work.</li> </ul>

## VISUAL ARTS GRADE 5 Term3

- mixing of primary and secondary colours.
  - Shares and displays work.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

- Learners make a wire work craft article: Learners create jewelry for example a bracelet. This craft can be used to sell items on a market to improve a monthly income.

**Example of a wire work bracelet**



### Assessment

The assessment goals for term 1 to term 4 are the same. Refer to term 4 week 10 to view the assessment goals.

3.26. Grade 5 : Term 4

The instruction time for Grade 5 Performing Arts and Visual Arts is 1 hour per 5 day week.

Performing arts content and activities for each week are stated whereafter visual arts follows.

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Follow</b> a teacher-directed warm-up routine.</li> <li>• <b>Follow</b> a warm up ritual that develops co-ordination and control.</li> <li>• <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by warming up and cooling down.</li> <li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li> <li>• <b>Perform</b> simple relaxation exercises for warming up and cooling down.</li> <li>• <b>Perform</b> simple teacher-directed relaxation, breathing and resonance exercises when warming up and cooling down.</li> <li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li>• <b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 4</b>	<b>Content : Warm up and play</b>
<ul style="list-style-type: none"> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li>• <b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</li> </ul>
<b>Grade 5 : First Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of the self.</b> Me and my disability.</p> <p><b>Learners warm up</b></p> <ul style="list-style-type: none"> <li>• Learners do different kinds of jumps (with soft landings) and other travelling movements as part of the warm up routine.</li> <li>• Learners do body part isolations and stretching as part of imaginative experiences.</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners perform posture games, exploring neutral posture and character's postures.</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners perform trust and listening games (such as blindfolding and leading a partner, etc.).</li> </ul> <p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise body percussion.</li> <li>• Learners perform body percussion "songs" in unison and in canon.</li> <li>• Learners perform musical games focusing on numeracy and literacy (such as number songs and rhymes).</li> </ul>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of the self.</b> Me and my disability.</p>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 4</b>	<b>Content : Warm up and play</b>
<p><b>Learners warm up and cool down</b></p> <ul style="list-style-type: none"> <li>Learners do physical warm up exercises for strength and flexibility (including spinal rolls, swings, floor work and body part isolations).</li> <li>Learners do cool down exercises (including stretches and flowing movements).</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform call and response games.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform group awareness games (such as creating a machine through complementary movements).</li> <li>Class is divided into groups of four and five. They focus on aspects such as rhythm, dynamics, levels, adding sound effects.</li> </ul> <p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including strengthening articulation through rhymes and tongue twisters).</li> <li>Learners singing warm up songs (including South African songs in unison, and two-part harmony).</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of the self.</b> Me and my disability.</p> <p><b>Learners warm up and cool down</b></p> <ul style="list-style-type: none"> <li>Learners do physical warm up exercises for co-ordination and control (including spinal warm up, flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns).</li> <li>Learners do cool down exercises (including stretches and flowing movements).</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Learners perform story development games.</li> </ul> <p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>Learners do vocal warm up exercises (including breathing, with chanting).</li> </ul>

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise creative drama games.</li> <li>Leading and following games.</li> </ul>	<ul style="list-style-type: none"> <li>Learners sing warm up songs (including songs in unison, canon, in two-part harmony and/or call and response),</li> </ul>
Grade 5 :	Content : Improvise and create
<ul style="list-style-type: none"> <li><b>Begin</b> to see differences between self and the role being played.</li> <li><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li><b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li><b>Work</b> with others when exploring situations in role.</li> <li><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> <li><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li> <li><b>Assume</b> both leader and follower roles willingly in dramatic activities</li> <li><b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li> </ul>	<ul style="list-style-type: none"> <li><b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</li> <li><b>Explore</b> movement characteristics of animals, people, machines and nature.</li> <li><b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</li> <li><b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li> <li><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> <li><b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li><b>Follow</b> a warm up ritual that develops co-ordination and control.</li> <li><b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</li> </ul>

## PERFORMING ARTS

### Grade 5 : Term 4

### Content : Warm up and play

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| <ul style="list-style-type: none"><li>• <b>Listen</b> to and <b>identify</b> musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).</li><li>• <b>Communicate</b> a musical intention using the interface of pitch-based harmony (mellophone) instruments.</li><li>• <b>Focus</b> on music from a variety of South African forms.</li><li>• <b>Investigate</b> and <b>explain</b> the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.</li><li>• <b>Classify</b> African instruments in terms of ideophones, chordophones, membranophones, aero phones, and Western instruments according to strings, woodwinds, brass and percussion.</li><li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li><li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li><li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li><li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li><li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li></ul> | <ul style="list-style-type: none"><li>• <b>Apply</b> safe dance practice and healthy use of the body by good postural and joint alignment.</li><li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li><li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li><li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li><li>• <b>Participate</b> in simple dances based on formations and patterns.</li><li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li><li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li><li>• <b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</li><li>• <b>Work</b> co-operatively with partners, improvising and composing dance sequences.</li><li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories</li></ul> |
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PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games</li> <li>• <b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance.</li> </ul>	
Grade 5 : First Year	Activities, techniques, notes, etc.
<p><b>Week 1: Development of the self.</b> Me and my disability.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise mime techniques.</li> <li>• Learners perform mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression.</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners perform posture games: character's postures.</li> <li>• Learners focus on the physical characterisation of the characters they will portray in the drama.</li> <li>• With teacher direction and guidance, learners explore different postures of characters, focusing on age, attitude of the character, profession and purpose of the character.</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>• Learners practise to do physical shapes using gesture, posture and balance (balancing on different body parts).</li> <li>• Learners play melodies and rhythms on self-made, found or traditional instruments to enhance the mood of a tableau</li> </ul> <p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>• Learners perform a group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels).</li> <li>• Learners explore in groups the key moments of their drama. There may be three or four key moments depicting the middle, climax and end of their story and different locations.</li> </ul>

<b>PERFORMING ARTS</b>	
<b>Grade 5 : Term 4</b>	<b>Content : Warm up and play</b>
	<ul style="list-style-type: none"> <li>Learners show these moments as a photograph or frozen pictures depicting the essence of the action.</li> <li>Learners explore different levels, formations, facial expressions and postures in the frozen picture (tableaux).</li> </ul>
<b>Grade 5 : Second Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of the self.</b> Me and my disability.</p> <ul style="list-style-type: none"> <li>Group discussion: social, cultural or environmental issues relevant to the learners.</li> <li>Group discussion: revise drama and dance techniques.</li> <li>Learners perform short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners.</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise musical instruments.</li> <li>Learners perform a short music piece, combining a number of instruments (drums, marimba, etc.) including two or more parts in a textural blend, reflecting a mood related to the social, cultural or environmental issue.</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Group discussion: props needed for the dance drama.</li> <li>Learners use recycled materials to create props that will be used in the dance drama.</li> <li>Learners use different instruments to help and make sound effects for the dance drama.</li> </ul> <p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>Group discussion: different traditional dances that can be used in the dance drama.</li> <li>Learners experiment with various traditional dances that can be part of the dance drama performed in week 9.</li> </ul>
<b>Grade 5 : Third Year</b>	<b>Activities, techniques, notes, etc.</b>
<p><b>Week 1: Development of the self.</b> Me and my disability.</p> <ul style="list-style-type: none"> <li>Group discussion: revise musical elements.</li> </ul>	<p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p>

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<ul style="list-style-type: none"> <li>Learners create a short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements.</li> </ul> <p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise movement sequences.</li> <li>Learners perform movement sequences to explore aspects of a story related to environmental, cultural or social issues, using elements of dance (time, space, weight, energy), and combinations of locomotor and non-locomotor movements.</li> </ul>	<ul style="list-style-type: none"> <li>Group discussion: music tunes that will suit each puppet character.</li> <li>Learners create musical signature tunes for each of the puppet characters using voice, found or made instruments.</li> </ul> <p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>Group discussion: traditional songs and dances that can be used in the drama that is going to be performed.</li> <li>Learners experiment with various traditional dances and songs that can be part of the dance drama performed in week 9.</li> </ul>
Grade 5 :	Content : Perform and reflect
<ul style="list-style-type: none"> <li><b>Begin</b> to see differences between self and the role being played.</li> <li><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</li> <li><b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</li> <li><b>Work</b> with others when exploring situations in role.</li> <li><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</li> </ul>	<ul style="list-style-type: none"> <li><b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</li> <li><b>Follow</b> a teacher-directed warm-up routine.</li> <li><b>Sing</b> songs, rounds and canons in a choir to warm up the voice.</li> <li><b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</li> </ul>

## PERFORMING ARTS

### Grade 5 : Term 4

### Content : Warm up and play

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| <ul style="list-style-type: none"><li>• <b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</li><li>• <b>Assume</b> both leader and follower roles willingly in dramatic activities.</li><li>• <b>Participate</b> in simple dances based on formations and patterns.</li><li>• <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</li><li>• <b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</li><li>• <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</li><li>• <b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</li><li>• <b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</li><li>• <b>Work</b> co-operatively with partners, improvising and composing dance sequences.</li><li>• <b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories</li><li>• <b>Use</b> puppets, animated stones, mealie cobs or other objects in dramatic play to express own ideas and feelings.</li><li>• <b>Make</b> use of hand or costume props, puppets, masks or other external resources to tell stories and portray characters.</li></ul> | <ul style="list-style-type: none"><li>• <b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body.</li><li>• <b>Explain</b> how tempo, duration and dynamics have been used in songs and music to express feelings and moods.</li><li>• <b>Listen</b> to and <b>identify</b> musical instruments in terms of appearance, name, how sound is produced, timbre and general pitch classification (high-low).</li><li>• <b>Communicate</b> a musical intention using the interface of pitch-based harmony (mellophone) instruments.</li><li>• <b>Focus</b> on music from a variety of South African forms.</li><li>• <b>Investigate</b> and <b>explain</b> the purpose, function and role of different instruments used in indigenous, traditional or Western forms of music in South Africa.</li><li>• <b>Classify</b> African instruments in terms of ideophones, chordophones, membranophones, aero phones, and Western instruments according to strings, woodwinds, brass and percussion.</li><li>• <b>Listen</b> and <b>move</b> creatively to music, stories, songs and sounds.</li><li>• <b>Sing</b> tunes rhythmically and at varying tempo and loudness.</li><li>• <b>Differentiate</b> between high and low, long and short, loud and soft sounds.</li></ul> |
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PERFORMING ARTS		
Grade 5 : Term 4	Content : Warm up and play	
<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Make</b> masks, crafts, artefacts, costumes, collages or puppets using natural, waste or found materials.</li> <li>• <b>Make</b> masks, crafts, artefacts, costumes, collages or puppets to use in a presentation.</li> <li>• <b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</li> <li>• <b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together.</li> <li>• <b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</li> <li>• <b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Sing</b> songs and <b>make</b> music to express a variety of ideas, feelings and moods.</li> <li>• <b>Sing</b> and/or <b>play</b> South African songs from various cultures with appropriate rhythm, tempo and dynamics.</li> <li>• <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</li> <li>• <b>Use</b> voice and movement spontaneously when playing creative drama games.</li> <li>• <b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</li> <li>• <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</li> <li>• <b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</li> <li>• <b>Use</b> the voice and body imaginatively in drama exercises and games</li> </ul>	
Grade 5 : First Year	Activities, techniques, notes, etc.	

PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
<p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>Group discussion: revise drama techniques.</li> <li>Learners practice to perform a drama from a stimulus: tableaux in response to location or theme.</li> <li>Consider: <ul style="list-style-type: none"> <li>introducing and resolving conflict</li> <li>storyline, characters, space and time</li> <li>tableaux to start and end the drama</li> <li>limited dialogue appropriate to the drama.</li> </ul> </li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>Group discussion: sound needed in the drama performance.</li> </ul>	<ul style="list-style-type: none"> <li>Learners create sound pictures using instruments (body percussion, self-made, found, traditional) to create an appropriate soundtrack for the drama including interludes (between actions) and underscoring (during action).</li> </ul> <p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>Group discussion: songs that relate to the themes of the drama that is going to be performed.</li> <li>Learners experiment with songs to improve in-tune singing, related to the themes of the drama recognizing melodies in range of 5th (doh to soh.).</li> <li>Group discussion: revise musical symbols.</li> <li>Learners recognise musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases.</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>Learners perform the drama they were working on during the term with props, costumes and music.</li> </ul>
Grade 5 : Second Year	Activities, techniques, notes, etc.
<p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p>	<p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p>

## PERFORMING ARTS

Grade 5 : Term 4

Content : Warm up and play

- Group discussion: revise dance techniques.
- Learners practice for a dance drama presentation, reflecting a social, cultural or environmental issue relevant to the learners, and using selected tableaux, movement, poetry and speaking/singing in unison or individually.

**Week 5: Health and environmental responsibility.** Dangers in and around my house and environment.

- Group discussion: how to write or choose a poem suitable for the drama presentation.
- Learners choose or create a short composition of poetry and song to draw attention to social, cultural and environmental issues, to be used in above presentation.
- To enrich the improvisation learners are guided to add and use selected tableaux, movement, poetry and speaking/singing in unison or individually.
- Learners sing a song in two or three parts.

- Group discussion: revise different voice types.
- Learners sing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano).

**Week 9: World at work.** Banking, saving and using the ATM.

- Learners perform the dance drama they were working on during the term with songs, dances, music and costumes.


PERFORMING ARTS	
Grade 5 : Term 4	Content : Warm up and play
Grade 5 : Third Year	Activities, techniques, notes, etc.
<p><b>Week 3-4: Development of the self.</b> Asking for help and problem solving.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise drama techniques.</li> <li>• Learners perform a puppet performance, using dialogue, puppet movement and musical accompaniment.</li> <li>• Learners consider characters, relationships and structure (conflict and resolution).</li> <li>• Teacher choose a story that learners can relate to (traditional or contemporary).</li> </ul> <p><b>Week 5: Health and environmental responsibility.</b> Dangers in and around my house and environment.</p> <ul style="list-style-type: none"> <li>• Learners use the puppets that were created by the learners to do the singing warm-up (each one can sing as their character would sing -call and response).</li> </ul>	<p><b>Week 7: Social responsibility.</b> Gender stereotyping, sexism and abuse.</p> <ul style="list-style-type: none"> <li>• Group discussion: revise creative drama games.</li> <li>• Learners play leading and following games and extend that to the characters that need to lead or follow in the puppet show.</li> <li>• Learners play story development games with different puppet characters; these stories could become the basis for the performances.</li> <li>• Learners allow certain character development and build conflict and resolution into the structure of the story.</li> </ul> <p><b>Week 9: World at work.</b> Banking, saving and using the ATM.</p> <ul style="list-style-type: none"> <li>• Learners perform the puppet show they were working on during the term with music, different songs, a good storyline and puppets.</li> </ul>





VISUAL ARTS GRADE 5 TERM 4			
Week	Topic	Content:  The learner must be able to:	Activities, techniques, notes, etc
1	<b>VISUAL ART</b>  <b>Development of the self</b>  Me and my disability  Visual literacy	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in images of lush vegetation.</li> <li>• Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.</li> </ul>
		<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs</li> </ul>	<b>Grade 5 : Second Year</b> <ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs and real objects to identify and name art elements found in images of things that fly (natural or mechanical).</li> </ul>

# **VISUAL ARTS GRADE 5 TERM 4**



		<p>in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <ul style="list-style-type: none"> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher could hold brief discussion on the principles of flight, the shape of an aeroplane's wings and the way the air flows over them, etc.</li> <li>• Learners look at pictures of hot air balloons, helicopters, different birds of different sizes, etc. Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.</li> </ul>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</li> <li>• <b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</li> <li>• <b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</li> <li>• <b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Learners observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of puppets</li> <li>• Learners choose a theme for a puppet performance, observe and discuss visual stimuli in photographs and different puppets to establish the art elements involved.</li> <li>• Learners explore relevant aspects in the images, e.g. colours, shape and proportion, line, focal point and tone.</li> </ul>

VISUAL ARTS GRADE 5 TERM 4			
2	Development of the self	Grade 5 : First Year	Grade 5 : First Year
	<p>Receiving and giving feedback.</p> <p><b>VISUAL ARTS</b></p> <p>Create in 2-D</p>	<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: what does lush vegetation mean?</li> <li>• Teacher shows DVD's, photos and pictures with examples of lush vegetation.</li> <li>• Learners are guided to plan their pictures of plants of lush vegetation. Plants that are near should be drawn bigger, at the bottom of the page. Those farther away should be smaller on the page.</li> <li>• Learners create a picture with "lush vegetation" as the theme.</li> </ul> <p><b>Examples of picture with "lush vegetation" theme</b></p> 
		Grade 5 : Second Year	Grade 5 : Second Year

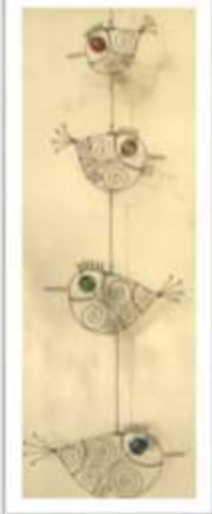

## VISUAL ARTS GRADE 5 TERM 4

		<ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Group discussion: different objects things that fly.</li> <li>• Learners look at photographs of birds and draw the shape of the bird with a pencil.</li> <li>• Learners are reminded that the drawing should fill the whole page.</li> <li>• Learners proceed to colour the bird using chalk pastels, blending colours into each other using their fingers. Texture of the feathers is shown with different pastel marks.</li> </ul> <p><b>Examples of pictures of birds</b></p> <div>   </div>
		<p><b>Grade 5 : Third Year</b></p>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: different kinds of puppets.</li> </ul>

VISUAL ARTS GRADE 5 TERM 4			
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3-4	<b>VISUAL ARTS</b>  <b>Development of the self</b>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise recycled materials.</li> <li>• Teacher shows DVD's, photos and pictures with examples of containers made with recycled material.</li> </ul>

VISUAL ARTS GRADE 5 TERM 4			
	<p>Asking for help and problem solving</p> <p>Create in 3-D</p>	<ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstration by teacher: how to make a container with recycled material.</li> <li>• Group discussion: tools and equipment needed to make a container with recycled material/</li> <li>• Learners make a container for a specific plant using</li> </ul> <div>   <p>recycled materials.</p> <p><b>Examples of containers made with recycled material</b></p> </div>
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise natural and recycled materials.</li> </ul>

## VISUAL ARTS GRADE 5 TERM 4

		<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<div data-bbox="1260 284 1470 795">  </div> <ul style="list-style-type: none"> <li>• Teacher shows DVD's, photos and pictures with examples of flying sculptures made with wire, natural and recycled material.</li> <li>• Demonstration by teacher: how to make a flying sculpture.</li> <li>• Group discussion: tools and equipment needed to make a flying sculpture.</li> </ul> <div data-bbox="1612 755 1890 1031">  </div> <ul style="list-style-type: none"> <li>• Learners create a flying sculpture.</li> <li>• Learners work with wire, natural and recycled materials.</li> </ul> <p><b>Examples of flying sculpture</b></p>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:             <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> </ul> </li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: revise different puppets.</li> </ul>

# **VISUAL ARTS GRADE 5 TERM 4**

		<ul style="list-style-type: none"> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows DVD's, photos and pictures with examples of puppets.</li> <li>• Demonstration by teacher: how to make a puppet.</li> <li>• Group discussion: tools and equipment needed to make a puppet.</li> <li>• Learners create puppets (hand puppets, finger puppets, stick puppets, paper mâché puppets or marionettes).</li> </ul> <p><b>Example of puppets</b></p>
6	Health and environmental responsibility	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<p><b>Grade 5 : First Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: costumes needed for the characters in the drama that is going to be performed.</li> </ul>





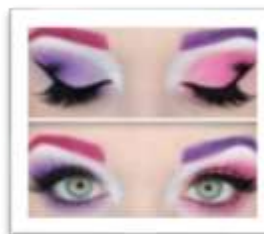
## VISUAL ARTS GRADE 5 TERM 4

	<p>Local environmental health problems and common diseases</p> <p><b>VISUAL ARTS</b></p> <p>Create in 2-D</p>	<ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows DVD's, pictures and photos of costumes that can be used in the drama.</li> <li>• Learners design clothes, make up or jewelry for the characters in the drama that is going to be performed.</li> </ul> <p><b>Examples of costumes and jewelry that can be used in a drama performance</b></p>
		<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: costumes, make up and jewelry needed for the characters in the drama that is going to be performed.</li> </ul>



## VISUAL ARTS GRADE 5 TERM 4




		<ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher shows DVD's, pictures and photos of makeup, jewelry and costumes that can be used in the drama.</li> <li>• Learners design clothes, make up or jewelry for the characters in the drama that is going to be performed</li> </ul>
		<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<p><b>Grade 5 : Third Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: background or theatre needed for the drama that is going to be performed.</li> <li>• Teacher shows DVD's, pictures and photos of backgrounds or puppet theatres that can be used in the drama.</li> </ul>







# **VISUAL ARTS GRADE 5 TERM 4**

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8	<b>World of work</b>  The rules of the workplace.	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> </ul>	<b>Grade 5 : First Year</b> <ul style="list-style-type: none"> <li>• Group discussion: revise recycled materials.</li> <li>• Teacher shows DVD's. photos and pictures of craft articles made with recycled material.</li> <li>• Group discussion: tools and equipment needed to make the craft article.</li> <li>• Learners make a pencil case using recycled materials</li> </ul>

## VISUAL ARTS GRADE 5 TERM 4

<p>Good attitudes to have at work.</p> <p>Simulation of career related activities</p> <p><b>VISUAL ARTS</b></p>	<ul style="list-style-type: none"> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	 <p><b>Examples of pencil case</b></p> 
<p>Create in 3-D</p>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> </ul>	<p><b>Grade 5 : Second Year</b></p> <ul style="list-style-type: none"> <li>• Group discussion: how to make or decorate a pencil case.</li> <li>• Teacher shows DVD's, photos and pictures of decorated pencil cases.</li> <li>• Group discussion: tools and equipment needed to make the craft article.</li> <li>• Learners make or decorate a vintage pencil case.</li> </ul> 

# **VISUAL ARTS GRADE 5 TERM 4**

	<ul style="list-style-type: none"> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> <li>• <b>Show</b> spontaneity and a creative attitude in art activities.</li> </ul>	<b>Examples of vintage pencil cases</b> 
	<b>Grade 5 : Third Year</b> <ul style="list-style-type: none"> <li>• <b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on: <ul style="list-style-type: none"> <li>○ line, tone, texture, spatial arrangement, contrast, composition;</li> <li>○ mixing of primary and secondary colours.</li> <li>○ Shares and displays work.</li> </ul> </li> <li>• <b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</li> <li>• <b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</li> <li>• <b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and three dimensions, to express mood, feelings and ideas.</li> </ul>	<b>Grade 5 : Third Year</b> <ul style="list-style-type: none"> <li>• Group discussion: how to make or decorate a notebook or post it holder.</li> <li>• Teacher shows DVD's, photos and pictures of decorated notebooks and post it holders.</li> </ul>   <ul style="list-style-type: none"> <li>• Group discussion: tools and equipment needed to make the craft article.</li> <li>• Learners make or decorate a notebook or post it holder.</li> </ul>  <b>Examples of notebooks and post it holders above</b>

## VISUAL ARTS GRADE 5 TERM 4

- **Show** spontaneity and a creative attitude in art activities.

### FORMAL ASSESSMENT TASK: GRADE 5

#### GRADE 5 : TERM 1-4

- During each of the four terms, the teacher chooses
  - Two Performing Arts activities (first year)
  - Two Performing Arts activities (second year) and
  - Two Performing Arts activities (third year)and report on 2 assessment goals.
- The teacher chooses one 2D and one 3D Visual arts activity and assesses two assessment goals in each during each term.
- The assessment goals are similar for Grade 5, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

#### PERFORMING ARTS

##### Warm up and play

- **Follow** a teacher-directed warm-up routine.
- **Follow** a warm up ritual that develops co-ordination and control
- **Follow** a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.

## VISUAL ARTS GRADE 5 TERM 4

- **Apply** safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,
- **Perform** simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.
- **Sing** songs, rounds and canons in a choir to warm up the voice
- **Sing** vowels, rhymes and tongue twisters to warm up the voice.
- **Sing** and **hum** to warm up the voice
- **Follow** a warm up ritual to accompany physical warm up using action songs.
- **Demonstrate** fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.
- **Clap** and **stamp** number rhythms and rhymes in tempo.
- **Play** rhythm, clapping, skipping and singing games in pairs
- **Build** own movement vocabulary using:
  - Loco motor movements such as walk, run leap and gallop;
  - Non-loco motor movements such as reach, bend, rise.
- **Demonstrate** the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.
- **Demonstrate** the basic non-loco motor movements: reach, bend, rise, twist and turn.

### Improvise and create

- **Echo** a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together
- **Use** voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.
- **Use** voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.

## VISUAL ARTS GRADE 5 TERM 4

- **Demonstrate** concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.
- **Recognise** crotchet and minim note values and rests in a short melody.
- **Compose** and **present** a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.
- **Recognise** time signatures such as four-four and three-four.
- **Explore** the shape, weight and feel of words and sounds in creative drama games.
- **Use** voice and movement spontaneously when playing creative drama games.
- **Participate** in drama games - takes turns, waits for signals, responds to cues, and shares space.
- **Respond** through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.
- **Use** skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.
- **Respond** in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.
- **Convey** feelings and ideas through facial expression and gesture.
- **Use** the voice, gesture and body shape to express feelings and thoughts.
- **Use** the voice and body imaginatively in drama exercises and games.
- **Explore** the use of expressive mime to convey ideas and feelings.
- **Use** sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.
- **Portray** characters and objects from stories using body shapes and sounds.
- **Play** at being characters and objects in stories based on local events or told by the teacher.
- **Explore** movement characteristics of animals, people, machines and nature.
- **Use** cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.
- **Work** creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.
- **Think** about and **show** how people and animals move.



## VISUAL ARTS GRADE 5 TERM 4

- **Learn** and **perform** simple dance steps from dances in the immediate environment.
- **Demonstrate** partner skills such as copying, leading, following and mirroring in movement.
- **Work** co-operatively with partners, improvising and composing dance sequences.
- **Work** with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.
- **Sing** songs found in the immediate environment.
- **Sing** songs and makes music to express a variety of ideas, feelings and moods.

### Perform and reflect

- **Express** and **describe** feelings in response to a drama, story or event.
- **Differentiate** between different characters in a story and their point of view.
- **Begin** to see differences between self and the role being played.
- **Demonstrate** ability to take on a role in drama - teacher stimulated.
- **Work** with a partner in role, and **switch** roles in teacher-directed dramatic play.
- **Work** with others when exploring situations in role.
- **Adopt** and **maintain** a role, and is able to answer questions in role using appropriate language and gesture.
- **Dramatise** social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.
- **Assume** both leader and follower roles willingly in dramatic activities.
- **Participate** in simple dances based on formations and patterns.
- **Learn** and **perform** steps of an indigenous and/or contemporary dance from South African culture with attention to detail.
- **Identify** and **describe** the many kinds of dances in South Africa.
- **Learn, interpret** and **perform** dances from South African culture with competence and appropriate style.
- **Display** observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.

## VISUAL ARTS GRADE 5 TERM 4

- **Improvise** and **create** dance sequences that use steps and styles from various South African dance forms.
- **Focus** on music from a variety of South African forms:
  - improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;
  - plays simple rhythmic patterns on a drum or equivalent;
  - explores and uses drum hand techniques such as base slap, open slap, muffle.
- **Express** own personal sense of identity and uniqueness in any art form.
- **Explore, select and link** movements that express feelings and moods into movement sentences to contribute towards a class dance
- **Express** ideas and stories creatively through movement activities that are guided but open-ended.
- **Collaborate** in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.

## VISUAL ARTS

### Create in 2D

#### Assess two assessment goals in each during each term

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.
- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.

## VISUAL ARTS GRADE 5 TERM 4

- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.
- **Engage** in creative art processes:
  - present images of own world in various media;
  - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

### Create in 3D

#### **Assess two assessment goals in each during each term**

- **Use** basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.

## VISUAL ARTS GRADE 5 TERM 4

- **Respond** to and **discuss** images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.
- **Differentiate** between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.
- **Respond** to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.
- **Explore** and **experiment** with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.
- **Demonstrate** active involvement in individual and group art-making activities and an ability to share art-making equipment.
- **Discover** simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.
- **Use** imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.
- **Explore** the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.
- **Engage** in creative art processes:
  - present images of own world in various media;
  - use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.
- **Create** artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:
  - line, tone, texture, spatial arrangement, contrast, composition;
  - mixing of primary and secondary colours.
  - Shares and displays work
- **Create** patterns using geometric shapes; discuss rhythm and repetition
- **Participate** in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.
- **Experiment** with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.
- **Show** spontaneity and a creative attitude in art activities.

## 4. SECTION 4: ASSESSMENT

### 4.1. Introduction

This section on assessment *standardises* the recording and reporting processes for the CAPS Grades R to 5 for learners with Severe Intellectual Disability. It also provides a policy framework for the management of School Based Assessment (SBA) and School Assessment Records.

It is required of teachers to offer a differentiated form of assessment, as learners with moderate to severe intellectual disability and learning difficulties also have diverse learning styles and support needs. Since a learner or learners may be functioning on different levels, the assessment / recording / reporting system must make provision for reflecting the level(s) of each individual learner. These different levels should be outlined in the Individual Support Plan which should be developed at the beginning of the year in accordance with the procedures contained in the *Policy on Screening, Identification, Assessment and Support* (SIAS). Each learner, regardless of his/her number of years in the school, must have access to various forms of assessment best suited to his/her competences, learning styles, strengths and needs. The targets set for each learner in terms of attainment of knowledge and skills outlined in each Subject Statement will always strive to take a learner to the next level and should never set a ceiling on learning potential. Individualised adaptation is required in terms of content, methods of presentation, classroom pedagogy, pacing of instruction and accommodations in assessment. The principle is to have high expectations for each learner, to identify and address barriers to learning so as to ensure fairness in assessment (See Chapter 9 of the National Protocol for Assessment, 2011).

Assessment does not imply that after every lesson the learners must complete a worksheet/assignment or project, but will be based on observation and recording of progress steps attained during the lesson or a series of lessons. Formal assessment can be done in a format which would be suitable for each learner, e.g. through written or oral assessments, or by making use of a range of accommodations measures, e.g. a reader and a scribe. The main aim is to be able to develop a report which is based on definable attainment (even through the smallest of steps) as prescribed in each subject and can be shared with parents and care-givers on at least a quarterly basis so as to elicit their participation and co-operation in the support programme of

the learner. At the end of the year a Statement of Achievement/Report card must be made available on which the Individual Support Plan for the following year will be based. There will be no learner retention, as the Individual Support Plan and the Curriculum Schedule (see SIAS Form 124) will indicate at which grade level learners are working in each subject.

## 4.2. Assessment principles

### 4.2.1. Definition

Assessment is a continuous planned process of identifying, gathering and interpreting information about the performance of learners, using various forms of assessment. It involves four steps: generating and collecting evidence of achievement; evaluating this evidence; recording the findings and using this information to understand and thereby assist the learner's development in order to improve the process of learning and teaching. Assessment should be both informal (Assessment for Learning) and formal (Assessment of Learning). In both cases regular feedback should be provided to learners to enhance the learning experience.

Assessment is a process that measures individual learners' attainment of knowledge (content and concepts) and skills by collecting, analysing and interpreting the data and information obtained from this process to:

- enable the teacher to assess a learner's progress in a reliable way.
- inform learners of their strengths, areas to be developed and progress.
- assist teachers, parents and other stakeholders in making decisions about the learning process, the progress of learners and the planning for their individualised support.

Assessment should be mapped against the content, skills, intended goals and topics specified in the learning programme. In both informal and formal assessments it is important to ensure that in the course of a school year:

- all of the topics and content are covered.
- the full range of skills is included.
- a variety of different forms of assessment are used.

### 4.2.2. Informal Assessment or Daily Assessment

Assessment **for** learning has the purpose of continuously collecting information on a learner's achievement that can be used to improve their learning. Informal assessment is a daily monitoring of

learners' progress. This is done through observations, discussions, practical demonstrations, learner-teacher conferences, informal classroom interactions, etc. Informal assessment may be as simple as stopping during the lesson to observe learners or to discuss with learners how learning is progressing. Informal assessment should be used to provide feedback to the learners and to inform planning for teaching but need not be recorded. It should not be seen as separate from learning activities taking place in the classroom.

Learners or teachers can assess their performance in the tasks. Self-assessment and peer assessment actively involves learners in assessment. This is important as it allows learners to learn from and reflect on their own performance. The results of all the informal daily assessment tasks may be recorded based on assessment instruments used such as rubrics and checklists. This may serve to give feedback to the learners, their parents and the school management team.

Informal, on-going assessments should be used to scaffold the acquisition of knowledge and skills and should be the stepping stones leading up to formal assessment.

#### 4.2.3. Formal Assessment

All assessment tasks that make up a formal programme of assessment for the year are regarded as formal assessment. Formal assessment tasks are marked and results are formally recorded by the teacher. All formal assessment tasks are subject to internal moderation for the purpose of quality assurance and to ensure that appropriate standards are maintained in the school. Assessment tasks should always set high expectations for learners.

To implement formal assessment the teacher should:

- Ensure that the formal assessment task coincides with the practical skills and theoretical work embedded in the practical skill corresponding with the tasks performed on that day or within the previous week;
- Explain the task to guide the learner, show an example of the completed task in order for the learner to know exactly what to do and what is expected;

- Divide the class, according to abilities, in more than one group and give a task with similar content, but differentiated in terms of level of difficulty, abstractness or method of questioning, to all the learners. The way in which the assessment task is set should be in reach of the learners' level of development whilst also setting targets for the next step of development;
- Written tests could be set to assess theoretical knowledge within a set time, allowing for assessment accommodations in line with learners' individual needs;
- Write the date of expected completion of the task in the learner's book;
- Compile a suitable assessment tool; and
- Formal assessment should reflect 20 % theoretical knowledge embedded in practical work. Eighty percent (80%) should be practical work.

The formal assessment requirements are indicated in the formal School-Based Assessments table. In the three core subjects, the ratio may be adapted to the needs of the learners. The focus however must be on practical skills and not on the written tasks.

<b>Formal School-Based Assessments</b>			
Term 1	Term 2	Term 3	Term 4
Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge	Minimum of 1 worksheet/test/activity per term in order for 20 % of rating codes to reflect on theoretical knowledge
Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills	Minimum of 4 practical assessment tasks or activities in order for 80% of rating codes to reflect on different practical skills

In Creative Arts and Art and Crafts, the above table is not applicable. In these two subjects, a minimum of 4 practical assessment tasks should be completed. Theoretical content will not be assessed. Refer to the learning programme for assessment requirements.



In Physical Education assessment, the above tables does not apply. Refer to the learning programme for assessment.

Assessment in the CAPS Grades R to 5 for learners with Severe Intellectual Disability is underpinned by the objectives of the National Qualifications Framework (NQF). These objectives are to:

- Create an integrated national framework for learning achievements;
- Facilitate access to and progression within education, training and career paths;
- Enhance the quality of education and training;
- Redress unfair discrimination and past imbalances and thereby accelerate employment opportunities;
- Contribute to the holistic development of the learner and preparation for the world of work by addressing:
  - social adjustment and responsibility;
  - moral accountability and ethical work orientation;
  - resilience and adaptability;
  - economic participation and entrepreneurial skills; and
  - nation-building.

The principles that drive these objectives are:

- ***Integration***

To adopt a unified approach to education and training that will strengthen the capacity of learners to adapt to the requirements of the workplace.

- ***Relevance***

To be dynamic and responsive to workplace needs and a range of employment fields.

- ***Credibility***

To demonstrate national and international values and recognition of qualification and acquired competencies and skills.

- ***Coherence***

To work within a consistent framework of principles.

- ***Flexibility***

To allow for creativity and resourcefulness when achieving skills to cater for different learning styles and use a range of assessment methods, instruments and techniques.

- ***Participation***

To enable stakeholders to participate in setting standards and co-ordinating the achievement of the qualification.

- **Access**

To address barriers to learning at each level to facilitate learners' progress.

- **Progression**

To ensure that the qualification framework permits individuals to move through the levels of the national qualification via different, appropriate combinations of the components of the delivery system.

- **Articulation**

To allow for vertical and horizontal mobility in the education system when accredited pre-requisites have been successfully completed.

- **Validity of assessments**

To ensure assessment covers a broad range of knowledge, skills, values and attitudes to demonstrate applied competency. This is achieved through:

- clearly stating the skill to be assessed;
- selecting the appropriate or suitable evidence;
- matching the evidence with a compatible or appropriate method of assessment; and
- selecting and constructing an instrument(s) of assessment.

- **Reliability**

To assure assessment practices are consistent so that the same result or judgment is arrived at if the assessment is replicated in the same context. This demands consistency in the interpretation of evidence; therefore, careful monitoring of assessment is vital.

- **Fairness and transparency**

To verify that no assessment process or method(s) hinders or unfairly advantages any learner.

The following could constitute unfairness in assessment:

- Inequality of opportunities, resources or teaching and learning approaches
- Bias based on ethnicity, race, gender, age, disability or social class
- Lack of clarity regarding topic, content or skill being assessed
- Comparison of learners' work with that of other learners, without taking into account differences in learning styles, language and culture.

- **Practicability and cost-effectiveness**

To integrate assessment practices within the teaching and learning process and strive for cost and time-effective assessment.

### 4.3. Managing assessment

#### 4.3.1. Types of Assessment

Assessment benefits the learner and the teacher. It informs learners about their progress and helps teachers make informed decisions at different stages of the learning process. Depending on the intended purpose, different types of assessment can be used.

- **Baseline assessment:** At the beginning of a year or learning experience, baseline assessment establishes the knowledge, skills, values and attitudes that learners bring to the classroom. This knowledge assists teachers to plan learning programmes and learning activities flexibly enough to accommodate a wide range of learning styles and learning needs. This assessment should be done at three levels, namely to determine:

##### *Progress with the curriculum*

- Are learner learning what they were taught?
- Are they at the right entry point to 'grasp' the content worked on in the classroom?
- Are they practicing and performing as expected?
- Are they applying the facts, concepts and/or skills being learned?

##### *Interests*

- Are learners engaged in the lessons and activities?
- Are they showing interest in a new topic or area of study?
- Are they sharing their interests with others?

##### *Characteristics*

- What are their preferred learning styles (e.g., whole class teaching or pair work)?
- What are their responses to the content?
- What are their responses to the difficulty level of instruction?
- What are their responses to the pacing of instruction?
- What are their responses to the environment?
- **Diagnostic assessment:** This assessment diagnoses the nature and causes of learning barriers experienced by specific learners. It is followed by guidance, appropriate support and intervention strategies. This type of assessment is useful to make referrals for learners requiring specialist assistance.

- **Formative assessment (Informal Assessment):** This assessment monitors and supports teaching and learning. It determines learners' strengths and areas to be addressed and provides feedback on progress. It determines if a learner is ready for summative assessment.
- **Summative assessment (Formal Assessment):** This type of assessment gives an overall picture of the learner's progress at a given time.

#### 4.3.2. Planning Assessment

An assessment plan should cover three main processes:

- **Collecting evidence:** The assessment plan indicates which learning programme topics, content and skills will be assessed, what assessment method or activity will be used and when this assessment will be conducted.

The assessment tasks may be broken down (designed down) into smaller, achievable steps and support may gradually be withdrawn as the learner master the content/skills. Thus, designing down means to look at the assessment goal and dividing this into smaller components which are spread over a longer period.

Two or more grades may be straddled, in other words the evidence may be collected over more than one grade within a subject. But straddling should be carefully recorded and monitored through Form 125 of the SIAS Protocol.

- **Recording:** The process of recording refers to the assessment instruments or tools with which the assessment will be captured or recorded. Therefore, appropriate assessment instruments must be developed or adapted.
- **Reporting:** All the evidence is put together in a report to deliver a decision for the subject. Reporting must reflect the straddling that has been applied and should provide guidance to parents through meaningful descriptive paragraphs on what has been achieved and what the next expected outcomes are.

#### 4.3.3. Methods of Assessment

Methods of assessment refer to who carries out the assessment and includes teacher assessment, self-assessment, peer assessment and group assessment.

<b>TEACHER ASSESSMENT</b>	The teacher assesses learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>SELF-ASSESSMENT</b>	Learners assess their own performance against given criteria in different contexts, such as individual work, group work, etc.
<b>PEER ASSESSMENT</b>	Learners assess another learner or group of learners' performance against given criteria in different contexts, such as individual work, group work, etc.
<b>GROUP ASSESSMENT</b>	Learners assess the individual performance of other learners within a group or the overall performance of a group of students against given criteria.

#### 4.3.4. Assessment tools/instruments to execute assessment

An assessment tool is the instrument the teacher utilizes to execute the assessment. When choosing and assessment tool ensure that the tool:

- is appropriate for the selected assessment method;
- provides the most valid and reliable information on the learners' performances;
- measures the objectives of the lesson.

Examples of assessment tools are checklist, rubrics, questionnaires, worksheets and video recordings.

A **rubric** serves as an objective assessment tool that provides, at varying levels, clear descriptions of the characteristics of the tasks. The descriptions or criteria in the rubric enables learners to understand what the teacher expects from them and complete the task accordingly. Rubrics are either holistic or analytic.

Rubrics should explain the competence level descriptors for the skills, knowledge, values and attitudes (SKVAs) a learners must demonstrate to achieve each level of the rating scale. The relevant content must

be used to create the rubric to assess the task or question. The descriptions must clearly indicate the minimum level of attainment for each category on the rating scale.

**Analytical descriptive rubrics** focus on elements of the product or performances. Descriptive sentences are formulated for each of the seven rating codes, with the best performance reflected with a score of 7 and the poorest with a score of 1. This is the most reliable and trustworthy assessment tool.

**Task lists** and **checklists** are examples of a holistic rubric and show the learners what needs to be done. They consist of short statements describing the expected performance in a particular task. The statements on the checklist can be ticked off when the learner has adequately achieved the criterion. Checklists and task lists are useful in peer or group assessment activities.

Learners must do a minimum of 5 activities/projects/worksheets/tests per term 1 to 4. The teacher compiles the activities/worksheets/tests and these should consist of activities that require the learner to:

- Identify the correct answer/picture/object – the question as well as the answer may consist of images/objects, e.g. Boardmaker or clip art images;
- Match column A to B and both columns may consist of pictures/objects;
- Fill in the missing words. The missing words may be available to the learners (on a separate sheet or printed on the worksheet) and they can copy the words, or write the words on the dotted lines provided by the teacher;
- Perform a skill other than writing, e.g. to colour, to cut and paste in specified groups, to find pictures in a magazine and cut and paste in book; or
- Provide answers.

**The following should at least be included in the Teacher's Assessment or Planning and Assessment File:**

- Programme of Assessment for the grade
- The tools (rubric, checklist, etc.) used for each assessment task

- A mark sheet/record sheet for each assessment task

**The learners Evidence must at least include:**

- Classwork book
- Worksheet file

Evidence of learner performance must be available for quality assurance. This may be in the form of a Portfolio of Evidence (POE) which will include the learners' classwork books and the Support Needs Analysis (SNA).

#### 4.4. School Assessment Programme

The **Programme of Assessment** takes place continuously and should commence in the second week of each term. The programme of assessment should include a minimum of five (5) assessment goals per subject. The programme of assessment should be recorded in the Teacher's assessment file or planning file (which may serve a dual purpose).

**The following should at least be included in the Teacher's Assessment or Planning and Assessment File:**

- A contents page
- The assessment goals for each subject
- The tools used for each assessment task
- A mark sheet/record sheet and report for each assessment task
- Recording instrument(s) for each assessment task
- A mark sheet and report for each assessment task

**The learners Portfolio of Evidence must at least include:**

- A contents page
- The assessment tasks according to the assessment programme as indicated below
- The assessment tools or instruments for the task

- A record of the rating code (and comments) achieved for each task.

Eighty to hundred percent (80% - 100%) of formal assessment should consist of **practical tasks/activities/skills**. Each learner should do a variety of practical tasks and activities during each term as indicated in the learning programmes.

#### 4.5. Assessment programme across the five years

Assessment across the 14 years

#### Grade R: First, Second and Third Year – Practical assessment tasks

##### Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and
- Two Performing Arts (Warm up and Play) activities (third year)

and report on 2 different assessment goals.

The assessment goals are similar for Grade R, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

Task	Term 1-4		
1	Week 2 or 3	<p><b>Follow</b> a teacher-directed warm-up routine.</p> <p><b>Perform</b> simple relaxation exercises for warming up and cooling down.</p> <p><b>Build</b> own movement vocabulary using:</p> <ul style="list-style-type: none"> <li>• Loco motor movements such as walk, run, leap and gallop;</li> </ul>	<p><b>Discover</b> tempo through own suitable movements to slow and fast music</p> <p><b>Move</b> to music fast/slow; small/big steps; using beat of a drum; without bumping in each other</p> <p><b>Participate</b> in laterality exercises.</p> <p><b>Respond</b> to cognitive stimulation.</p>



		<ul style="list-style-type: none"> <li>Non-loco motor movements such as reach, bend and rise</li> </ul>	
2	Week 4 or 5	<p><b>Play</b> with different sizes, shapes and colours containers in water or in the sandpit</p> <p><b>Stop / freeze, change direction</b> when whistle blows.</p> <p><b>Push</b> a big box, cart or article filled with equipment/toys.</p>	<p><b>Play</b> body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.</p> <p><b>March</b> activities on the rhythm of the music; clapping hands</p> <p><b>Demonstrate</b> physical and motor activities.</p> <p><b>Develop</b> sensory exploration</p>
3	Week 6 or 7	<p><b>Screw</b> and <b>unscrew</b> lids of different sizes bottles and/or <b>match</b> lids with bottles</p> <p><b>Sort</b> blue/red/yellow objects/ beads etc</p> <p><b>Hit, kick, throw or push</b> balloon, empty onion bag, soft ball or beanbag.</p>	<p><b>Blow</b> bubbles and/or step on bubbles.</p> <p><b>Imitate</b> animal by movement or sound</p> <p><b>Identify</b> different textures.</p> <p><b>Identify</b> different odours</p>
4	Week 8 or 10	<p><b>Participate</b> in fine motor activities/hand eye coordination</p> <p><b>Participate</b> in midline crossing exercises</p> <p><b>Participate</b> in balance exercises</p>	<p><b>Participate</b> in outside water play.</p> <p><b>Participate</b> in exercises to develop spatial awareness</p> <p><b>Identify</b> different flavours</p>

## Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade R, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second and third year.

Task	Term 1-4		
1	Week 3 or 5	<b>Create</b> artworks which demonstrate the translation of own ideas, feelings	<b>Create</b> a 2D art work using different colours and shapes.

		<p>and perceptions into two-dimensional work using appropriate and available materials.</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p> <p><b>Create</b> a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.</p>	<p><b>Create</b> a 2D art work using different materials: paint, sponges, wool, paper maché, stencils, melted crayons, sand paper, starch, finger paint, sand, tissue paper, tins, bubble wrap, cotton wool, paper plates, bottle lids, stones, pipe cleaners, peg, buttons, cup cake liners, decoupage, ice cream/popsicle sticks</p> <p><b>Create</b> a 2D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p>
2	Week 7 or 9	<p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Build</b> a 3D art work using wooden blocks, shoe boxes, egg cartons, Lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.</p>	<p><b>Create</b> a 3D art work using natural and recycled materials.</p> <p><b>Create</b> a 3D art work using edible food.</p> <p><b>Create</b> a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p> <p><b>Build</b> a simple puzzle 2-10 pieces. With or without knobs</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p>

### Grade 1: First and Second Year – Practical assessment tasks

## Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals.

The assessment goals are similar for Grade 1, first and second year

.Activities must be more advanced in second year, and different assessment goals must be reported on during the second year

Task	Term 1-4		
1	Week 2 or 3	<p><b>Follow</b> a teacher-directed warm-up routine.</p> <p><b>Follow</b> a warm up ritual that develops co-ordination and control</p> <p><b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p><b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p>	<p><b>Express</b> moods and ideas through movement and songs.</p> <p><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</p> <p><b>Explore</b> the use of expressive mime to convey ideas and feelings.</p> <p><b>Sing</b> songs found in the immediate environment.</p> <p><b>Participate</b> in exercises to develop eye-foot co-ordination.</p>
2	Week 4 or 5	<p><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p><b>Sing</b> together with the music and dance to the music.</p> <p><b>Extend and refine</b> fine motor skills</p> <p><b>Reinforce</b> hand eye coordination.</p>	<p><b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</p> <p><b>Sing</b> songs, rounds and canons in a choir to warm up the voice</p> <p><b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</p>

		<b>Improve</b> midline- crossing.	<b>Sing</b> and <b>hum</b> to warm up the voice. <b>Explore</b> the shape, weight and feel of words and sounds in creative drama games
3	Week 6 or 7	<p><b>Use</b> voice and movement spontaneously when playing creative drama games.</p> <p><b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</p> <p><b>Use</b> the voice and body imaginatively in drama exercises and games.</p> <p><b>Participate</b> in physical development activity</p> <p><b>Extend and improve</b> balance.</p> <p><b>Participate</b> in simple dances based on formations and patterns.</p>	<p><b>Extend and refine</b> gross motor skills.</p> <p><b>Build</b> own movement vocabulary using:</p> <ul style="list-style-type: none"> <li>• Loco motor movements such as walk, run, leap and gallop;</li> <li>• Non-loco motor movements such as reach, bend and rise</li> </ul> <p><b>Demonstrate</b> the eight basic loco motor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning</p> <p><b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</p>
4	Week 8 or 10	<p><b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p><b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</p> <p><b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</p> <p><b>Discover</b> tempo through own suitable movements to slow and fast music</p>	<p><b>Play</b> with different sizes, shapes and colours containers in water or in the sandpit</p> <p><b>Stop / freeze, change direction</b> when whistle blows.</p> <p><b>March</b> activities on the rhythm of the music; clapping hands</p> <p><b>Play</b> body percussion: clap hands, stamp feet, slide feet on the rhythm of the music.</p> <p><b>Move</b> to music fast/slow; small/big steps; using beat of a drum; without bumping in each other.</p>



## Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 1, first and second year.

Activities must be more advanced in second year and third year, and different assessment

goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two dimensional work using appropriate and available materials.</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p>	<p><b>Create</b> a 2D art work using paint, shapes, thumb prints, hand prints, finger prints.</p> <p><b>Create</b> a 2D art work using different colours and shapes.</p> <p><b>Create</b> a 2D art work using different materials: paint,decoupage, toothpicks, soap, water colour, sponges,wool,finger paint, sand,cloth, rope, beads.</p> <p><b>Create</b> a 2D art work using polymer clay, ice cream sticks, brown paper bags, tins, duct tape or paper plates, beads, plastic shapes,glass.</p>
2	Week 7 or 9	<p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials.</p>	<p><b>Build</b> a 3D art work using wooden blocks, stones, shoe boxes, egg cartons, Lego blocks, sea shells, yoghurt containers, paper cups, pipe cleaners, paper bags or card board boxes.</p>

		<p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p>	<p><b>Create</b> a 3D art work using natural and recycled materials.</p> <p><b>Create</b> a 3D art work using edible food.</p> <p><b>Create</b> a 3D art work using toilet rolls, balloons, play dough, salt clay, polymer clay.</p> <p><b>Build</b> a simple puzzle 2-10 pieces. With or without knobs.</p>
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## Grade 2: First and Second Year – Practical assessment tasks

### Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals in each.

The assessment goals are similar for Grade 2, first and second year.

Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 2 or 3	<p><b>Creative games and skills</b></p> <p><b>Follow</b> a teacher-directed warm-up routine.</p>	<b>Improvise and Interpret</b>

		<p><b>Follow</b> a warm up ritual that develops co-ordination and control</p> <p><b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p><b>Perform</b> simple relaxation exercises for warming up and cooling down.</p> <p><b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p><b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p><b>Express</b> moods and ideas through movement and songs.</p> <p><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p><b>Sing</b> songs found in the immediate environment.</p>
2	Week 4 or 5	<p><b>Creative games and skills</b></p> <p><b>Use</b> the voice and body imaginatively in drama exercises and games.</p> <p><b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment</p> <p><b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style</p> <p><b>Improvise</b> and <b>create</b> dance sequences that use steps and styles from various South African dance forms</p> <p><b>Improvise</b> stories based on fantasy and life experiences using voice (singing/speaking): Sing and</p>	<p><b>Improvise and Interpret</b></p> <p><b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p><b>Explore</b> music, movement and voice focusing on tempo</p>



		<p>dance according to their different cultural songs from community</p> <p><b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p><b>Convey</b> feelings and ideas through facial expression and gesture</p>	
3	Week 6 or 7	<p><b>Creative games and skills</b></p> <p><b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p> <p><b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p><b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</p> <p><b>Explore</b> music, movement and voice focusing on pitch.</p> <p><b>Sing</b> songs found in the immediate environment.</p> <p><b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p><b>Improvise and Interpret</b></p> <p><b>Sing</b> together with the music and dance to the music.</p> <p><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</p> <p><b>Work</b> with others when exploring situations in role.</p>
4	Week 8 or 10	<p><b>Creative games and skills</b></p> <p><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p><b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</p>	<p><b>Improvise and Interpret</b></p> <p><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</p>

		<p><b>Play</b> rhythm, clapping, skipping and singing games in pairs.</p> <p><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</p> <p><b>Explore</b> the use of expressive mime to convey ideas and feelings.</p> <p><b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p><b>Explore</b> music, movement and voice focusing on tempo.</p> <p><b>Sing</b> together with the music and dance to the music</p>	<p><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p><b>Express</b> and <b>describe</b> feelings in response to a drama, story or event</p>
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## Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 2, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4
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1	Week 3 or 5	<p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.</p>	<p><b>Show</b> spontaneity and a creative attitude in art activities.</p> <p><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</p> <p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials.</p> <p><b>Create</b> a 2D art work using paint, footprints, handprints.</p> <p><b>Create</b> a 2D art work using different colours and shapes.</p> <p><b>Create</b> a 2D art work using different materials: paint, puffy paint, wax crayons, oil pastels, recycled materials, cotton buds.</p>
2	Week 7 or 9	<p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p> <p><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</p> <p><b>Build</b> a 3D art work using juice cartons, pipe cleaners, beads, bottle lids, clay or card board boxes</p> <p><b>Create</b> a 3D art work using natural materials or recycled materials.</p>

### Grade 3: First and Second Year – Practical assessment tasks

#### Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 different assessment goals in each.

The assessment goals are similar for Grade 3, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 2 or 3	<b>Creative games and skills</b> <b>Follow</b> a teacher-directed warm-up routine. <b>Follow</b> a warm up ritual that develops co-ordination and control <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. <b>Perform</b> simple relaxation exercises for warming up and cooling down.	<b>Improvise and Interpret</b> <b>Use</b> the voice and body imaginatively in drama exercises and games. <b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment <b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style <b>Improvise</b> and <b>create</b> dance sequences that use steps and styles from various South African dance forms

		<p><b>Perform</b> simple relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and body</p> <p><b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p>	<p><b>Improvise</b> stories based on fantasy and life experiences using voice (singing/speaking): Sing and dance according to their different cultural songs from community</p> <p><b>Learn and perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p>
2	Week 4 or 5	<p><b>Creative games and skills</b></p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p><b>Clap and stamp</b> number rhythms and rhymes in tempo.</p> <p><b>Play</b> rhythm, clapping, skipping and singing games in pairs.</p> <p><b>Keep</b> a steady beat, play rhythmic games such as clapping, stamping, using body percussion with different rhythms.</p> <p><b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</p>	<p><b>Improvise and Interpret</b></p> <p><b>Convey</b> feelings and ideas through facial expression and gesture</p> <p><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</p> <p><b>Explore</b> the use of expressive mime to convey ideas and feelings.</p> <p><b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p><b>Express</b> moods and ideas through movement and songs.</p> <p><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p>
3	Week 6 or 7	<p><b>Creative games and skills</b></p>	<p><b>Improvise and Interpret</b></p> <p><b>Sing</b> songs found in the immediate environment.</p>

		<p><b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</p> <p><b>Explore</b> music, movement and voice focusing on pitch.</p> <p><b>Sing</b> songs found in the immediate environment.</p> <p><b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p><b>Explore</b> music, movement and voice focusing on tempo.</p>	<p><b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p><b>Explore</b> music, movement and voice focusing on tempo:</p> <p><b>Sing</b> together with the music and dance to the music.</p> <p><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</p>
4	Week 8 or 10	<p><b>Creative games and skills</b></p> <p><b>Sing</b> together with the music and dance to the music</p> <p><b>Sing</b> songs, rounds and canons in a choir to warm up the voice</p> <p><b>Sing</b> vowels, rhymes and tongue-twisters to warm up the voice.</p> <p><b>Build</b> own movement vocabulary using:</p> <ul style="list-style-type: none"> <li>• locomotor movements such as walk, run leap and gallop;</li> <li>• Non-locomotor movements such as reach, bend, rise.</li> </ul> <p><b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p>	<p><b>Improvise and Interpret</b></p> <p><b>Work</b> with others when exploring situations in role.</p> <p><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</p> <p><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p><b>Express</b> and <b>describe</b> feelings in response to a drama, story or event</p> <p><b>Singing</b> indigenous songs using appropriate movements and dramatization</p>

		<b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.	
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## Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 3, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</p> <p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials.</p> <p><b>Create</b> a 2D art work using paint, footprints, handprints, fingerprints.</p> <p><b>Create</b> a 2D art work using different colours and shapes.</p> <p><b>Create</b> a 2D art work using different materials: wax crayons, chalk, paint, puffy paint, wax crayons, oil pastels, recycled materials.</p>

		<p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions, to express mood, feelings and ideas.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p>	<p><b>Create</b> a 2D art work using edible materials.</p>
2	Week 7 or 9	<p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p>	<p><b>Show</b> spontaneity and a creative attitude in art activities.</p> <p><b>Develop</b> fine motor and sensory coordination; manipulating scissors and other tools.</p> <p><b>Build</b> a 3D art work using polymer clay, epoxy, glass bottles, beads, marbles, sand, popsicle/ ice cream sticks, toilet rolls, cold drink straws, yarn or cardboard boxes</p> <p><b>Create</b> a 3D art work using natural materials, paper maché or recycled materials.</p> <p><b>Construct</b> using recyclable materials, emphasis on geometric shapes.</p> <p><b>Respond</b> to more specific questions about light and dark colours, geometric shapes, and contrast.</p>



## Grade 4: First and Second Year – Practical assessment tasks

### Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and

and report on 2 assessment goals.

The assessment goals are similar for Grade 4, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 2 or 3	<b>Warm up and play</b> <b>Follow</b> a teacher-directed warm-up routine. <b>Follow</b> a warm up ritual that develops co-ordination and control <b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles. <b>Apply</b> safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment, <b>Improvise and create</b>	<b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments. <b>Recognise</b> crotchet and minim note values and rests in a short melody. <b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher. <b>Perform and reflect</b>

		<p><b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</p> <p><b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p>	<p><b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</p> <p><b>Differentiate</b> between different characters in a story and their point of view.</p> <p><b>Begin</b> to see differences between self and the role being played.</p> <p><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</p> <p><b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</p>
2	Week 4 or 5	<p><b>Warm up and play</b></p> <p><b>Perform</b> simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises when warming up and cooling down the voice and the body.</p> <p><b>Sing</b> songs, rounds and canons in a choir to warm up the voice</p> <p><b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</p> <p><b>Sing</b> and <b>hum</b> to warm up the voice</p> <p><b>Improvise and create</b></p> <p><b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</p> <p><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p>	<p><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</p> <p><b>Use</b> the voice and body imaginatively in drama exercises and games.</p> <p><b>Explore</b> the use of expressive mime to convey ideas and feelings.</p> <p><b>Perform and reflect</b></p> <p><b>Work</b> with others when exploring situations in role.</p> <p><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</p> <p><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p><b>Assume</b> both leader and follower roles willingly in dramatic activities.</p>

		<b>Convey</b> feelings and ideas through facial expression and gesture.	<b>Participate</b> in simple dances based on formations and patterns.
3	Week 6 or 7	<p><b>Warm up and play</b></p> <p><b>Follow</b> a warm up ritual to accompany physical warm up using action songs.</p> <p><b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p><b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</p> <p><b>Play</b> rhythm, clapping, skipping and singing games in pairs</p> <p><b>Improvise and create</b></p> <p><b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p><b>Portray</b> characters and objects from stories using body shapes and sounds.</p> <p><b>Play</b> at being characters and objects in stories based on local events or told by the teacher.</p> <p><b>Explore</b> movement characteristics of animals, people, machines and nature.</p> <p><b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</p>	<p><b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</p> <p><b>Perform and reflect</b></p> <p><b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p><b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</p> <p><b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</p> <p><b>Display</b> observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.</p> <p><b>Improvise</b> and <b>create</b> dance sequences that use steps and styles from various South African dance forms.</p>
4	Week 8 or 10	<b>Warm up and play</b>	<b>Sing</b> songs found in the immediate environment.

		<p><b>Build</b> own movement vocabulary using:</p> <ul style="list-style-type: none"> <li>• Locomotor movements such as walk, run leap and gallop;</li> <li>• Non-locomotor movements such as reach, bend, rise.</li> </ul> <p><b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p><b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</p> <p><b>Improvise and create</b></p> <p><b>Think</b> about and <b>show</b> how people and animals move.</p> <p><b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</p> <p><b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</p> <p><b>Work</b> co-operatively with partners, improvising and composing dance sequences.</p> <p><b>Work</b> with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.</p>	<p><b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</p> <p><b>Perform and reflect</b></p> <p><b>Focus</b> on music from a variety of South African forms:</p> <ul style="list-style-type: none"> <li>• improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;</li> <li>• plays simple rhythmic patterns on a drum or equivalent;</li> <li>• explores and uses drum hand techniques such as base slap, open slap, muffle.</li> </ul> <p><b>Express</b> own personal sense of identity and uniqueness in any art form.</p> <p><b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p><b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</p> <p><b>Collaborate</b> in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</p>
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## Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 4, first and second year. Activities must be more advanced in second year, and different assessment goals must be reported on during the second year.

Task	Term 1-4		
1	Week 3 or 5	<p><b>Create in 2-D</b></p> <p><b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p><b>Explore</b> the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.</p> <p><b>Engage</b> in creative art processes:</p> <ul style="list-style-type: none"> <li>• present images of own world in various media;</li> <li>• use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.</li> </ul> <p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> <li>• line, tone, texture, spatial arrangement, contrast, composition;</li> <li>• mixing of primary and secondary colours.</li> <li>• Shares and displays work</li> </ul> <p><b>Create</b> patterns using geometric shapes; discuss rhythm and repetition</p>

		<p><b>Demonstrate</b> active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p><b>Discover</b> simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p><b>Use</b> imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p><b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p>
2	Week 7 or 9	<p><b>Create in 3-D</b></p> <p><b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p><b>Explore &amp; experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p>	<p><b>Explore</b> the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.</p> <p><b>Engage</b> in creative art processes:</p> <ul style="list-style-type: none"> <li>• present images of own world in various media;</li> <li>• use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.</li> </ul> <p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> <li>• line, tone, texture, spatial arrangement, contrast, composition;</li> <li>• mixing of primary and secondary colours.</li> <li>• Shares and displays work</li> </ul> <p><b>Create</b> patterns using geometric shapes; discuss rhythm and repetition</p>

		<p><b>Demonstrate</b> active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p><b>Discover</b> simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p> <p><b>Use</b> imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p><b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p>
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#### Grade 5: First, Second and Third Year – Practical assessment tasks

##### Performing Arts

During each of the four terms, the teacher chooses

- Two Performing Arts (Warm up and Play) activities (first year)
- Two Performing Arts (Warm up and Play) activities (second year) and
- Two Performing Arts (Warm up and Play) activities (third year)

and report on 2 assessment goals.

The assessment goals are similar for Grade 5, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second year and third year.

Task	Term 1-4		
1	Week 2 or 3	<p><b>Warm up and play</b></p> <p><b>Follow</b> a teacher-directed warm-up routine.</p>	<p><b>Recognise</b> crotchet and minim note values and rests in a short melody.</p>

		<p><b>Follow</b> a warm up ritual that develops co-ordination and control</p> <p><b>Follow</b> a warm up ritual that develops the controlled and relaxed use of the joints, especially the knees, hips and ankles.</p> <p><b>Apply</b> safe dance practice and healthy use of the body by warming up, cooling down and using good postural and joint alignment,</p> <p><b>Improvise and create</b></p> <p><b>Echo</b> a rhythm by body percussion or by playing on a percussion instrument to accompany songs sung together</p> <p><b>Use</b> voice, body and found or made instruments to explore sounds and silence related to walking, running, and skipping note values, in order to explore rhythms and to create sound pictures.</p> <p><b>Use</b> voice, body, percussion, natural, found or made instruments to accompany stories, dances and songs.</p> <p><b>Demonstrate</b> concentration and accurate listening through recognising, repeating and creating rhythms and poly-rhythms, using movement, body percussion and natural instruments.</p>	<p><b>Compose</b> and <b>present</b> a short rhythmic pattern that has crotchets, crotchet rests, minims, minim rests, quavers and quaver rests through body percussion.</p> <p><b>Recognise</b> time signatures such as four-four and three-four.</p> <p><b>Explore</b> the shape, weight and feel of words and sounds in creative drama games.</p> <p><b>Perform and reflect</b></p> <p><b>Express</b> and <b>describe</b> feelings in response to a drama, story or event.</p> <p><b>Differentiate</b> between different characters in a story and their point of view.</p> <p><b>Begin</b> to see differences between self and the role being played.</p> <p><b>Demonstrate</b> ability to take on a role in drama - teacher stimulated.</p> <p><b>Work</b> with a partner in role, and <b>switch</b> roles in teacher-directed dramatic play.</p>
2	Week 4 or 5	<p><b>Warm up and play</b></p> <p><b>Perform</b> simple teacher-directed relaxation, breathing, resonance, pitch and articulation exercises</p>	<p><b>Respond</b> in movement to a variety of rhythms and changes in tempo in sounds, songs and stories.</p> <p><b>Convey</b> feelings and ideas through facial expression and gesture.</p>



		<p>when warming up and cooling down the voice and the body.</p> <p><b>Sing</b> songs, rounds and canons in a choir to warm up the voice</p> <p><b>Sing</b> vowels, rhymes and tongue twisters to warm up the voice.</p> <p><b>Sing</b> and <b>hum</b> to warm up the voice</p> <p><b>Improvise and create</b></p> <p><b>Use</b> voice and movement spontaneously when playing creative drama games.</p> <p><b>Participate</b> in drama games - takes turns, waits for signals, responds to cues, and shares space.</p> <p><b>Respond</b> through drama to stimuli in games and stories, including making up endings to stories presented by the teacher.</p> <p><b>Use</b> skills of observation, imitation and exaggeration to create character and mood in dramatic play and exercises.</p>	<p><b>Use</b> the voice, gesture and body shape to express feelings and thoughts.</p> <p><b>Use</b> the voice and body imaginatively in drama exercises and games.</p> <p><b>Perform and reflect</b></p> <p><b>Work</b> with others when exploring situations in role.</p> <p><b>Adopt</b> and <b>maintain</b> a role, and is able to answer questions in role using appropriate language and gesture.</p> <p><b>Dramatise</b> social, cultural or environmental issues through the use of different drama techniques such as tableaux, verbal dynamic sequences or role-plays.</p> <p><b>Assume</b> both leader and follower roles willingly in dramatic activities.</p> <p><b>Participate</b> in simple dances based on formations and patterns.</p>
3	Week 6 or 7	<p><b>Warm up and play</b></p> <p><b>Follow</b> a warm up ritual to accompany physical warm up using action songs.</p> <p><b>Demonstrate</b> fundamental pulse and echoes rhythms from the immediate environment using body percussion, instrumental percussion and movement.</p> <p><b>Clap</b> and <b>stamp</b> number rhythms and rhymes in tempo.</p>	<p><b>Work</b> creatively in dance with props, costumes, found and natural objects and instruments, alone and in groups.</p> <p><b>Think</b> about and <b>show</b> how people and animals move.</p> <p><b>Perform and reflect</b></p>

		<p><b>Play</b> rhythm, clapping, skipping and singing games in pairs</p> <p><b>Improvise and create</b></p> <p><b>Explore</b> the use of expressive mime to convey ideas and feelings.</p> <p><b>Use</b> sensory detail and emotional expression in dramatic activities such as simple mime showing weight, size and shape.</p> <p><b>Portray</b> characters and objects from stories using body shapes and sounds.</p> <p><b>Play</b> at being characters and objects in stories based on local events or told by the teacher.</p> <p><b>Explore</b> movement characteristics of animals, people, machines and nature.</p> <p><b>Use</b> cans, stones, newspapers, materials, chairs, balls and a large variety of objects/props to improvise and compose movement sequences.</p>	<p><b>Learn</b> and <b>perform</b> steps of an indigenous and/or contemporary dance from South African culture with attention to detail.</p> <p><b>Identify</b> and <b>describe</b> the many kinds of dances in South Africa.</p> <p><b>Learn, interpret</b> and <b>perform</b> dances from South African culture with competence and appropriate style.</p> <p><b>Display</b> observation skills by describing components of dances seen in South Africa, their similarities and differences in terms of movement style, purpose, and use of dancers, costumes and music.</p> <p><b>Improvise</b> and <b>create</b> dance sequences that use steps and styles from various South African dance forms.</p>
4	Week 8 or 10	<p><b>Warm up and play</b></p> <p><b>Build</b> own movement vocabulary using:</p> <ul style="list-style-type: none"> <li>• Locomotor movements such as walk, run leap and gallop;</li> <li>• Non-locomotor movements such as reach, bend, rise.</li> </ul>	<p><b>Sing</b> songs and makes music to express a variety of ideas, feelings and moods.</p> <p><b>Perform and reflect</b></p> <p><b>Focus</b> on music from a variety of South African forms:</p>

		<p><b>Demonstrate</b> the eight basic locomotor movements (walk, run, skip, hop, leap, jump, gallop, slide), while travelling forward, sideward, backward, diagonally and turning.</p> <p><b>Demonstrate</b> the basic non-locomotor movements: reach, bend, rise, twist and turn.</p> <p><b>Improvise and create</b></p> <p><b>Learn</b> and <b>perform</b> simple dance steps from dances in the immediate environment.</p> <p><b>Demonstrate</b> partner skills such as copying, leading, following and mirroring in movement.</p> <p><b>Work</b> co-operatively with partners, improvising and composing dance sequences.</p> <p><b>Work</b> with various partners experimenting with 'question and answer' and 'meeting and parting' movement phrases.</p> <p><b>Sing</b> songs found in the immediate environment.</p>	<ul style="list-style-type: none"> <li>• improvises and creates music phrases with voice and/or instruments that explore dynamics, articulation, pitch and rhythmic patterns;</li> <li>• plays simple rhythmic patterns on a drum or equivalent;</li> <li>• explores and uses drum hand techniques such as base slap, open slap, muffle.</li> </ul> <p><b>Express</b> own personal sense of identity and uniqueness in any art form.</p> <p><b>Explore, select and link</b> movements that express feelings and moods into movement sentences to contribute towards a class dance</p> <p><b>Express</b> ideas and stories creatively through movement activities that are guided but open-ended.</p> <p><b>Collaborate</b> in imaginative use of simple props as stimulus material, showing how the same object can represent different things and different moods.</p>
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## Visual Arts

The teacher chooses one 2D and one 3D Visual arts activity and assesses two different assessment goals in each during each term.

The assessment goals are similar for Grade 5, first, second and third year. Activities must be more advanced in second year and third year, and different assessment goals must be reported on during the second year and third year.

Task	Term 1-4		
1	Week 3 or 5	<p><b>Create in 2D</b></p> <p><b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Demonstrate</b> active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p><b>Discover</b> simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p>	<p><b>Explore</b> the immediate environment using the elementary functions of line, shape, colour and contrast in two-dimensional work.</p> <p><b>Engage</b> in creative art processes:</p> <ul style="list-style-type: none"> <li>• present images of own world in various media;</li> <li>• use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.</li> </ul> <p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into two-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> <li>• line, tone, texture, spatial arrangement, contrast, composition;</li> <li>• mixing of primary and secondary colours.</li> <li>• Shares and displays work</li> </ul> <p><b>Create</b> patterns using geometric shapes; discuss rhythm and repetition</p> <p><b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p> <p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in two dimensions and, to express mood, feelings and ideas.</p>

		<b>Use</b> imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.	<b>Show</b> spontaneity and a creative attitude in art activities.
2	Week 7 or 9	<p><b>Create in 3D</b></p> <p><b>Use</b> basic art terminology to explain how content, line, colour and shape are used to express feelings and moods in compositions.</p> <p><b>Respond</b> to and <b>discuss</b> images, designs and craft objects used in popular culture, pictures and photographs in terms of content, line, shape, form, colour, texture, space and materials used, using appropriate terminology.</p> <p><b>Differentiate</b> between various art forms such as drawing, painting, architecture, sculpture, design, craftwork, and graphic media.</p> <p><b>Respond</b> to images and craft objects used in popular culture, pictures and photographs in terms of purpose, content, form, contrast and meaning.</p> <p><b>Explore</b> and <b>experiment</b> with a wide variety of art materials, techniques (including waste materials), and colour in a spontaneous and creative way.</p> <p><b>Demonstrate</b> active involvement in individual and group art-making activities and an ability to share art-making equipment.</p> <p><b>Discover</b> simple geometric shapes such as circles, lines, triangles and squares, and combines and arranges them in patterns.</p>	<p><b>Explore</b> the immediate environment using the elementary functions of line, shape, colour and contrast in three-dimensional work.</p> <p><b>Engage</b> in creative art processes:</p> <ul style="list-style-type: none"> <li>• present images of own world in various media;</li> <li>• use the senses and emotions to explore design elements, with emphasis mainly on primary colours and line.</li> </ul> <p><b>Create</b> artworks which demonstrate the translation of own ideas, feelings and perceptions into three-dimensional work using appropriate and available materials, with a focus on:</p> <ul style="list-style-type: none"> <li>• line, tone, texture, spatial arrangement, contrast, composition;</li> <li>• mixing of primary and secondary colours.</li> <li>• Shares and displays work</li> </ul> <p><b>Create</b> patterns using geometric shapes; discuss rhythm and repetition</p> <p><b>Participate</b> in art activities in terms of choice and organisation of materials, with attention to safety and responsible behaviour in the work space.</p>

		<p><b>Use</b> imagination and fantasy to play with and explore shapes, forms, lines, colours and patterns.</p>	<p><b>Experiment</b> with colour, line, texture, tone, shape and space in various media in three dimensions, to express mood, feelings and ideas.</p> <p><b>Show</b> spontaneity and a creative attitude in art activities.</p>
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#### 4.6. Recording and Reporting

Recording is a process in which the teacher documents the level of a learner's performance in a specific assessment task. It indicates learner progress towards the achievement of the knowledge and skill. Records of learner performance should provide evidence of the learner's progression. Records of learner performance should also be used to verify the progress made by teachers and learners in the teaching and learning process.

Reporting is a process of communicating learner performance to learners, parents, schools, and other stakeholders. Learner performance can be reported in a number of ways. These include report cards, parents' meetings, school visitation days, parent-teacher conferences, phone calls, letters, class or school newsletters, etc.

Good record keeping is essential in all assessment, particularly in continuous assessment. A record book or file must be kept up to date by each teacher. It should contain:

- learners' names;
- dates of assessment;
- name and description of the assessment activity;
- the results of assessment activities, according to Subject;
- comments for support purposes.

Teachers in all grades issue formal report cards quarterly indicating the competence level of the learner and as stated above also provide explanatory notes on what the learner has achieved per subject and what could be done by the parents at home to provide further stimulation.

The report cards may either be in narrative form that states the theory embedded in the skills and skill performed, or in a rating code as follows:

Rating code	Description of competence
7	Outstanding achievement

6	Meritorious achievement
5	Substantial achievement
4	Adequate achievement
3	Moderate achievement
2	Elementary achievement
1	Not achieved

The reports should always be a combination of both the narrative form and rating codes. All records must be accessible, easy to interpret, securely kept, confidential and helpful in the teaching and reporting process. The school assessment policy determines the details of how record books must be completed. Schools are required to provide quarterly feedback to parents, using a formal reporting tool, such as a report card. The schedule and the report card should indicate the overall level of performance of a learner.

**NOTE:**

Criterion referencing is best used to describe learner's performance in a skill. Teachers must make use of suitable analytical descriptive rubrics when assessing a learner's competence for a specific skill using practical demonstrations.

#### 4.7. Moderation of Assessment

Moderation refers to the process that ensures that the assessment tasks are fair, valid and reliable. Moderation must be implemented at school as required. Comprehensive and appropriate moderation practices must be in place for the quality assurance of all subject assessments. The formal School-Based Assessment and the practical assessment tasks should be moderated internally and if necessary by the relevant subject specialists at the district.

##### 4.7.1. Moderation serves five purposes:

- It must ascertain whether subject content and skills have been sufficiently covered.
- The moderator must ensure that the correct balance of cognitive demands are reflected in the assessments.
- The assessments and marking are of an acceptable standard and consistency.



- The moderator must make judgements about the comparability of learner performance across schools; whilst recognising that teachers teach in different ways.
- The subject specialist/moderator must identify areas in which a teacher may need development and support and must ensure that this support is provided.

#### 4.7.2. Internal moderation

Assessment must be moderated according to the internal moderation policy of the School, Provincial and National Departments. Moderation is a continuous process. The moderator's involvement starts with the planning of assessment methods and instruments and follows with continuous collaboration with and support to the assessor. Internal moderation creates common understanding of topics and skills and maintains these across the learning programmes.

Moderation is therefore an on-going process and not a once-off end-of-year event.

#### 4.8. General

This document should be read in conjunction with:

- White Paper 6 on Special Needs Education: Building an Inclusive Education and Training System (2001);
- *National policy pertaining to the programme and promotion requirements of the National Curriculum Statement Grades R – 12; and (NPPPPR) (2011);*
- *National Protocol for Assessment Grades R – 12. (NPA) (2011);*
- *Guidelines for Responding to Diversity in the Classroom through the Curriculum and Assessment Policy Statements (2011);*
- *Guidelines to Ensure Quality Education and Support in Special Schools and Special School Resource Centres (2013);*
- *Policy on Screening, Identification, Assessment and Support (2014);*
- *Guidelines for Full-service/Inclusive Schools (2010);*
- *Standard Operating Procedures for Assessment of Learners who Experience Barriers to Assessment (2016).*