

MULTIGRADE TOOLKIT

LIFE SKILLS

INTERMEDIATE PHASE

MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE



FOREWORD BY THE MINISTER OF BASIC EDUCATION TO THE MULTI-GRADE TOOLKIT AND TRAINING MANUALS

Initiatives to improve rural schooling need to extend beyond just fixing schools in rural areas, by also contributing to improving the quality of teaching and learning. The need to improve and advance the quality of education in all our schools, including all multi-grade schools, is articulated in the 27 national goals of *Action Plan TO 2014, Towards the Realisation of Schooling 2025*. This includes ensuring that the learner performance is drastically improved in all subjects.

Teachers in rural schools often face unique challenges and therefore have specific developmental needs, one of which is to deal effectively with multi-grade classrooms and a curriculum that is based on a single grade structure. The Report of the Task Team for the Review of the Implementation of the National Curriculum Statement (2009) highlights the fact that no specific training has been provided for teachers teaching multi-grade classes, and there is a lack of support and guidance for these teachers. Many teachers consequently have limited skills in managing different content at different levels and the implementation of the curriculum is therefore largely compromised in these schools.

A large number of children access education through multi-grade schools. In 2011 approximately 26% of schools were reported to have multi-grade classes. Multi-grade schools often have a negative impact on the quality of learning and teaching and learner performance due to the challenges that teachers encounter in the implementation of the curriculum. The Department has made a pledge that as long as multi-grade schools exist in the system focused dedicated service and support must be provided to these schools at all levels.

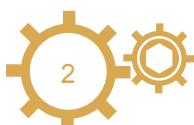
The Department has launched a number of initiatives in supporting multi-grade schools, such as the following:

- **The Training of Teachers in Multi-grade Teaching**

In 2010 the Department appointed the Centre for Multi-grade Education of the Cape Peninsula University of Technology to train teachers and subject advisors in multi-grade teaching. The training helped to capacitate a total of 679 teachers and subject advisors with the requisite skills and knowledge that they needed to effectively and efficiently manage multi-grade classes.

- **The Multi-Disciplinary Support Initiatives**

A multi-disciplinary Committee for multi-grade schools was established within the Department of Basic Education to provide a multi-disciplinary approach to effectively address the multi-faceted challenges that are experienced by multi-grade schools throughout the system. The purpose of this committee is to



leverage all initiatives and interventions that are aimed at improving the quality of teaching and learning to benefit all multi-grade schools.

- **Infrastructure Improvement**

The Accelerated Schools Infrastructure Delivery Initiative (ASIDI) is an ongoing programme to implement basic safety norms and standards in school infrastructure in the democratic and modern era of South Africa.

To date the programme has built and completed 99 schools; provided water to 381 schools for the first time; sanitation to 371 schools; connected 289 schools to electricity for the first time; and drew and approved prototypes of small, medium and large rural schools.

The Department of Basic Education has also, in its endeavour to support multi-grade teachers and strengthen the implementation of the curriculum in multi-grade schools, developed the following:

- Training manuals that will be used in the training of teachers in multi-grade teaching. The training will ensure that teachers are capacitated with the requisite skills and knowledge that will enable them to teach effectively and efficiently in multi-grade schools; and
- A multi-grade toolkit wherein General Education and Training curriculum in all subjects is repacked into a format that will be more user friendly to multi-grade teachers.

The multi-grade Toolkit will, amongst others:

- Strengthen the implementation of the curriculum in multi-grade classes;
- Give guidance to teachers on how to approach curriculum delivery in multi-grade settings;
- Enable teachers to plan lessons with ease; and
- Provide teachers with exemplar lesson plans, formal and informal assessment tasks and worksheets in all subjects in the Foundation, Intermediate and Senior Phases.

With the envisaged training of teachers in multi-grade teaching and the implementation of the toolkit in multi-grade schools, improving learner performance in the schools that practice multi-grade teaching is the expected outcome.



Special recognition and acknowledgment is hereby given to all the national and provincial subject specialists and subject advisors who championed the process to develop the multi-grade toolkit and the training manuals.

I invite all provinces to support the multi-grade schools by:

- Training all teachers in multi-grade schools in multi-grade teaching;
- Orientating the teachers on the multi-grade toolkit;
- Implementing the multi-grade toolkit in multi-grade schools; and
- Monitoring the training of the teachers and the implementation of the multi-grade toolkit.

Eloisa Motshekga

MRS AM MOTSHEKGA, MP

MINISTER

DATE: 12.04.2015



SUBJECT: LIFE SKILLS

PHASE: INTERMEDIATE

PREFACE/PREAMBLE

What is Life Skills?

Life Skills deals with the holistic development of the learner throughout childhood. It equips learners with knowledge, skills and values that assist them to achieve their full physical, intellectual, personal, emotional and social potential.

The subject encourages learners to acquire and practice life skills that will assist them to become independent and effective in responding to life's challenges and to play an active and responsible role in society. The subject aims to develop learners through three different, but interrelated study areas, that is, Personal and Social Well-being, Physical Education and Creative Arts.

1. Personal and Social Well-being

Personal and Social Well-being is the study of the self in relation to the environment and society. The study area provides opportunities for learners to practice life skills required to make informed choices regarding personal lifestyle, health and social well-being. It provides learners with skills to relate positively with and contribute to family, community and society. Learners are equipped with skills that will assist them to deal with challenging situations positively and recognise, develop and communicate their abilities, interests and skills with confidence. They learn values such as respect for the rights of others and tolerance for cultural and religious diversity in order to build a democratic society.

In the Life Skills curriculum for Grades 4 to 6, Personal and Social Well-being is expressed as a study area containing three topics. The three topics are:

- 1) Development of the self
- 2) Health and environmental responsibility
- 3) Social responsibility

The issues dealt with in each topic are related to the issues covered in the other two topics of the study area.



Owing to the interrelated nature of the study area, the three topics of Personal and Social Well-being function interdependently, and therefore, are considered to be of equal importance.

2. Physical Education

Physical Education (PE) aims to develop learners' physical well-being and knowledge of movement and safety.

During engagement in this study area, learners will develop motor skills and participate in a variety of physical activities. Participation in PE will nurture positive attitudes and values that will assist learners to be physically fit, mentally alert, emotionally balanced and socially well adjusted. Learners will directly experience the benefits of such participation and be better able to understand the importance of a physically active lifestyle. During movement activities teachers will also address the development of other skills such as relationship skills, problem solving skills and the enhancement of self-esteem.

The content for Personal and Social Well-being and Physical Education study areas addressed in Grades 4, 5 and 6

relates to that in Life Skills in the Foundation Phase and Life Orientation in the Senior and FET Phases. It focuses on similar areas of skills, knowledge and values and prepares learners to continue with the subject in Grades 7 to 12.

Creative Arts

Creative Arts provides exposure to and study of a range of art forms including dance, drama, music, and visual arts. The purpose of Creative Arts is to develop learners as creative, imaginative individuals, with an appreciation of the arts. It also provides basic knowledge and skills to be able to participate in creative activities. A safe and supportive environment is created for learners to explore experience and express thoughts, ideas and concepts within an atmosphere of openness and acceptance. Creative Arts provides opportunities for learners to give expression to their feelings and understandings, individually and in collaboration with others. It creates a foundation for balanced creative, cognitive, emotional and social development.

Creative Arts education, when successfully applied, has been proven to improve literacy and to reduce education dropout levels. By the end of the Intermediate Phase Creative Arts, learners should have a basic knowledge and appreciation of all four art forms, and should be able to make an informed choice about the two art forms they would like to focus on during the Senior Phase.

Creative Arts will be studied in two parallel and complementary streams – Visual Arts and Performing Arts (Dance, Drama, and Music).

Visual Arts provide the learner with an opportunity to discover through play, while building on the skills and techniques that were mastered in the Foundation Phase. Visual Arts encourage an awareness of art elements and design principles found in the natural and the built environment, and enrich 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. Visual Arts in the intermediate phase provide the learner with the opportunity to explore, and to make decisions about the choice of this discipline in the senior phase.

The three topics for Visual Arts are:

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

While Performing Arts recognise that in African arts practice, integration is fundamental, it also notes the need for the learning of skills separately in dance, drama and music. There are many complementary and overlapping areas of practice in these arts forms 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 learners wanting to specialise in a particular musical instrument or in a particular dance form, take extra-mural classes for this purpose.

The four topics for Performing Arts are:

- 1) Warm up and play – preparing the body and voice, and using games as tools for learning skills;
- 2) Improvise and create – using arts' skills spontaneously to demonstrate learning, individually and collaboratively;
- 3) Read, interpret and perform – learning the language of the art form, and interpreting and performing artistic products in the classroom;
- 4) Appreciate and reflect – demonstrating understanding and appreciation of own and others' artistic processes and/or products.

Time tabling

Study area	Time allocation per week	Time allocation per year		
		Grade 4	Grade 5	Grade 6
PSW	1 ½ HOURS	60 HOURS	60 HOURS	60 HOURS
PE	1 HOUR	40 HOURS	40 HOURS	40 HOURS
CA	1 ½ HOURS	60 HOURS	60 HOURS	60 HOURS
TOTAL	4 HOURS	160 HOURS	160 HOURS	160 HOURS
WEEKS		40	40	40

- **Four (4) hours per week is allocated to LIFE SKILLS.**
- **Each Study Area per grade must be indicated in the time-table.**

Timetabling in multi-grade classes

- Blocking the three study areas before or after intervals could be for various needs, i.e.
 - 1 hour after break for **PSW on Fridays** to allow for debriefing, and 30 minutes before break on Mondays for
 - 1 hour before break for **CA on Tuesdays** to allow tidying up and for the paint work to dry up.

➤ The double periods on Tuesdays will be for practical and 30 minutes before break on Thursdays to be used for theory.

➤ **1 hour after break for PE on Wednesdays for the following reasons:**

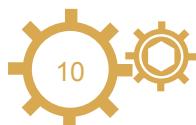
- Wednesdays is sports days in most schools, where learners will be in their sports attire already and can do PE then.
- PE advisable to be done in the mornings where temperatures are high in summer, to cater for hot areas like in Oudtshoorn, Upington, and Mussina etc.
- It is also advisable to have PE on Wednesday after long break because learners have energy after eating.

AN EXAMPLE OF A BLOCKED TIME TABLE IN A MULTI-GRADE CLASS

	30	30	30	30	30	30	30	30	30	30
Mon				PSW	Break					Break
Tue			CA	CA						
Wed						PE	PE			
Thurs				CA						
Fri						PSW	PSW			

Multi-Grade lesson planning or preparation steps and teaching strategies.

1. Do not teach the grade content individually rather teach all the grade content to all the grades at the same time.
2. Separate learners' assessment activities according to their grade content.



NOTES TO THE TEACHER ON HOW TO DEVELOP LESSON PLANS

STEP 1

- a. Determine what form of formal assessment will be at the end of the term. (as per programme of assessment)
- b. According to the Annual Teaching Plan, how many weeks are allocated to achieve the outcome?
- c. Divide the content from the Annual Teaching Plan into the planned weeks.

STEP 2

- a. Work on the lesson plan, allocate 15 minutes in every one hour period for vocal and physical development warm-ups during your performing arts lesson. (for warm-ups refer from the textbooks)
- b. The last 45 minutes must be allocated for content teaching and activities according to the Annual Teaching Plan, Annual Overview and Formal Programme of Assessment.
- c. The Formal Programme of Assessment, Annual Teaching Plan and Annual Overview should guide you at the beginning of the term what informal and formal activities learners will be doing i.e. you plan your work at the beginning of the term.

STEP 3

- a. Every informal and formal activity **must** have clear and simple written instructions.
- b. Use relevant tools according to the activities (informal and formal) e.g. Rubrics, checklists, memoranda etc. to control.
- c. Use the informal activities as a build up to the formal that will be recorded.



LIFE SKILLS: PERSONAL AND SOCIAL WELL- BEING (GR. 4-6)

MULTI- GRADE ANNUAL TEACHING PLAN (MATP)

INTERMEDIATE PHASE (GR. 4)		INTERMEDIATE PHASE (GR. 5)	INTERMEDIATE PHASE (GR. 6)
TERM 1			
DEVELOPMENT OF THE SELF			
Personal strengths: identify, explore and appreciate own strengths and strengths of others	Positive self-concept formation: <ul style="list-style-type: none">Influence of others on self-concept: adults and peersPersonal successes as contributing factors to positive self-conceptAction plan for continued positive self-concept formation.	Positive self-esteem: body image <ul style="list-style-type: none">Understanding and respecting body changesOther influences on body image:<ul style="list-style-type: none">media and societyAcceptance of the self.	Reading skills: reading with understanding and fluency; reading about positive influences on body image; interpret/explain and relate what has been studied.
<ul style="list-style-type: none">Successful experiences as a result of own strengths: achievements and exciting experiences at school and homeLess successful experiences: ways to convert less successful experiences into positive learning experiences; use strengths to improve weaknesses.	<ul style="list-style-type: none">Weekly reading by learners: reading for enjoyment; reading about role models or successful people or confident people.		3h00

Respect for own and others' bodies: privacy, bodily integrity and not subjecting one's body to substance abuse	<p>Giving and receiving feedback: giving feedback to peers and receiving feedback from peers and adults</p> <ul style="list-style-type: none"> • How to respect and care for own body • How to respect others' bodies • Reasons for respecting own and others' bodies. • Weekly reading by learners: reading for enjoyment; reading about care and respect for body. <p>Abilities, interests and potential:</p> <ul style="list-style-type: none"> • Identify own abilities, interests and potential • Relationship between abilities, interests and potential • Create opportunities for making the most of own abilities, interests and potential: explore a variety of sources • Action plan to improve own abilities, pursue own interests and develop own potential. <p>Reading skills: reading with understanding about appropriate ways of giving and receiving feedback; recall and relate.</p>	6h00	<p>Peer pressure:</p> <ul style="list-style-type: none"> • Examples of peer pressure in different situations: school and community • Appropriate responses to peer pressure in different situations. • Reading skills: reading with understanding and fluency <p>Coping with emotions: empathy, compassion, anger, disappointment and sadness</p> <ul style="list-style-type: none"> • Skills to manage emotions in a positive way • Significance of friends in times of sadness, tragedy and change. <p>Emotions:</p> <ul style="list-style-type: none"> • Understanding a range of emotions: love, happiness, grief, fear and jealousy • Understanding own emotions: appropriate ways to express own emotions • How to understand and consider others' emotions.
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<ul style="list-style-type: none"> • Weekly reading by learners: reading for enjoyment; reading about how people express different emotions. 	<ul style="list-style-type: none"> • Reading skills: reading with understanding and using a dictionary • Reading about friendships that are caring and supportive; recall and relate. 	<ul style="list-style-type: none"> • Reading about ways to resist peer pressure; interpret/explain and relate what has been studied.
	<p>Learners engage with reading activities from previous topics.</p> <ul style="list-style-type: none"> • Relationships with peers, older people and strangers: • Safe and unsafe relationships • Bad and good relationships • Benefits of good and safe relationships. 	<p>Problem solving skills in conflict situations: keeping safe and how to protect self and others</p> <ul style="list-style-type: none"> • Mediation skills • Peacekeeping skills: acceptance of self and others, demonstration of respect for others, co-operation, personal responsibility for one's actions, listening. <ul style="list-style-type: none"> • Reading skills: reading with understanding and using a dictionary; reading about relationships that are safe and positive; recall and relate.
		<p>ASSESSMENT: Assignment/Design and make</p> <p>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</p> <p>4h30</p>

TERM 2		INTERMEDIATE PHASE (GR. 4)	INTERMEDIATE PHASE (GR. 5)	INTERMEDIATE PHASE (GR. 6)
DEVELOPMENT OF THE SELF		SOCIAL RESPONSIBILITY		
Dealing with conflict: examples of conflict situations at home and school <ul style="list-style-type: none"> • Strategies to avoid conflicts • Useful responses to conflict situations. • Weekly reading by learners: reading for enjoyment; reading about safe environments and how to avoid conflict situations.		Concepts: discrimination, stereotype and bias <ul style="list-style-type: none"> • Violation of children's rights: • discrimination, stereotype and bias • Responses to violations of children's rights: ways to protect self and others from violations and where to find help • A plan to deal with violations of children's rights in own local context. • Reading skills: reading with understanding and fluency; reading about self-management skills; interpret/explain and relate what has been studied.	Self-management skills: <ul style="list-style-type: none"> • Responsibilities at school and home • Prioritizing responsibilities • Developing an activity plan: homework, house chores and playing time. • Reading skills: reading with understanding and fluency; reading about self-management skills; interpret/explain and relate what has been studied.	Development of the Self

<p>Bullying: how to protect self from acts of bullying</p> <ul style="list-style-type: none"> • Examples of acts of bullying • Appropriate responses to bullying: where to find help. <p>• Weekly reading by learners: reading for enjoyment; reading about ways to succeed while working in a group.</p>	<p>Child abuse:</p> <ul style="list-style-type: none"> • Different forms of child abuse: physical and emotional • Effects of abuse on personal health • Strategies to deal with abuse • Where to get help and report abuse. <p>• Reading skills: reading with understanding and using a dictionary; reading about ways to protect self and others from abuse; recall and relate.</p>	<p>Bullying: reasons for bullying</p> <ul style="list-style-type: none"> • Getting out of the bullying habit: where to find help. • Reading skills: reading with understanding and fluency; reading about how to get out of the habit of bullying; interpret/explain and relate what has been studied.
<p>DEVELOPMENT OF THE SELF</p>	<p>SOCIAL RESPONSIBILITY</p>	<p>4h30</p>
<p>Personal experience of working in a group: at school and home</p> <ul style="list-style-type: none"> • School: as member of a class, in a school or class milieu or participating in a small group project or activity • Home: as member of a family, working and getting along with siblings • Benefits of working in a group • Challenges of working in a group 	<p>Dealing with violent situations:</p> <ul style="list-style-type: none"> • Identify potential violent situations at home, school and in the community • Responding effectively to violent situations • Ways to avoid and protect oneself from violent situations and where to find help. 	<p>Cultural rites of passage:</p> <ul style="list-style-type: none"> • Important stages in the individual's life in South African cultures: birth, baptism, wedding and death • Meaning of each stage • Personal and social significance of each stage.

<ul style="list-style-type: none"> • Useful responses to challenges of working in a group. • Weekly reading by learners: reading for enjoyment; reading about appropriate responses to bullying. 	<p>SOCIAL RESPONSIBILITY</p> <p>Children's rights and responsibilities: name, health, safety, education, shelter, food and environment</p> <ul style="list-style-type: none"> • Children's rights as stipulated in the South African Constitution • Children's responsibilities in relation to their rights. <p>• Weekly reading by learners: reading for enjoyment; reading about children's rights and responsibilities.</p>	<p>SOCIAL RESPONSIBILITY</p> <p>Issues of age and gender in different cultural contexts in South Africa:</p> <ul style="list-style-type: none"> • Relationship between elders and children in different cultural contexts • Responsibilities of boys and girls in different cultural contexts • Contributions of women and men in different cultural contexts. <p>SOCIAL RESPONSIBILITY</p> <p>Maintaining the dignity of persons in a variety of religions in South Africa.</p> <ul style="list-style-type: none"> • Reading skills: reading with understanding and using a dictionary; reading about protection agencies and places of safety for children; recall and relate. 	<p>3h00</p> <p>4h00</p>
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TERM 3			
INTERMEDIATE PHASE (GR. 4)	INTERMEDIATE PHASE (GR. 5)	INTERMEDIATE PHASE (GR. 6)	
SOCIAL RESPONSIBILITY	SOCIAL RESPONSIBILITY	SOCIAL RESPONSIBILITY	
<p>Cultures and moral lessons:</p> <ul style="list-style-type: none"> • Cultural groups in South Africa • Menus from different cultures in South Africa • Moral lessons selected from the narratives of cultural groups in South Africa. • Weekly reading by learners: reading for enjoyment; reading about moral lessons found in narratives of different cultures. 	<p>Festivals and customs from a variety of religions in South Africa.</p> <ul style="list-style-type: none"> • Reading skills: reading with understanding and using a dictionary; reading about festivals and customs of different religions in South Africa; recall and relate. 	<p>Caring for animals:</p> <ul style="list-style-type: none"> • Acts of cruelty to animals • Taking care of and protecting animals • Places of safety for animals. <ul style="list-style-type: none"> • Reading skills: reading with understanding and fluency; reading about ways of taking care of animals and places of safety for animals; interpret/explain and relate what has been studied. 	
		4h30	
SOCIAL RESPONSIBILITY	HEALTH AND ENVIRONMENTAL RESPONSIBILITY	SOCIAL RESPONSIBILITY	
<p>Knowledge of major religions in South Africa: Judaism, Christianity, Islam, Hinduism, Buddhism, Baha'i Faith and African Religion</p>	<p>Safety measures at home and in the environment:</p> <ul style="list-style-type: none"> • Harmful household products and medication 	<p>Caring for people:</p> <ul style="list-style-type: none"> • Considering others' needs and views • Communicating own views and needs without hurting others 	



<ul style="list-style-type: none"> Significant places, buildings and worship symbols of different religions. <p>Weekly reading by learners: reading for enjoyment; reading about religions in South Africa.</p>	<ul style="list-style-type: none"> Fire safety. <p>Reading skills: reading with understanding and using a dictionary; reading about harmful household products and medication, and fire safety; recall and relate.</p>	<ul style="list-style-type: none"> Acts of kindness towards other people. <p>Reading skills: reading with understanding and fluency; reading about different people's acts of kindness towards others; interpret/explain and relate what has been studied.</p>
4h30	HEALTH AND ENVIRONMENTAL RESPONSIBILITY.	SOCIAL RESPONSIBILITY.
<p>Dangers in and around water: at home and public swimming pools and in rivers and dams</p> <ul style="list-style-type: none"> Responsible safety measures in and around water. <p>Weekly reading by learners: reading for enjoyment; reading about dangers in and around water.</p>	<p>Water as an important basic need: importance of water</p> <ul style="list-style-type: none"> Different ways of saving water Different ways of protecting the quality of water. <p>Reading skills: reading with understanding and using a dictionary; reading about the importance of water and how to save and protect the quality of water; recall and relate.</p>	<p>Nation-building and cultural heritage : definition of concepts</p> <ul style="list-style-type: none"> How cultural heritage unifies the nation: <ul style="list-style-type: none"> national symbols, national days National symbols such as flag, anthem, code of arms, etc. Celebrating national days: Human Rights Day, Freedom Day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day. <p>Reading skills: reading with understanding and fluency; reading about nation-building and cultural heritage; interpret/explain and relate what has been studied.</p>



			3h00
Learners engage with reading activities from previous topics	Healthy eating for children: <ul style="list-style-type: none">• South African Food-Based Dietary Guidelines• Dietary needs of children• Factors influencing food intake of children. Gender stereotyping, sexism and abuse: <ul style="list-style-type: none">• definition of concepts• Effects of gender stereotyping and sexism on personal and social relationships• Effects of gender-based abuse on personal and social relationships• Dealing with stereotyping, sexism and abuse. Reading skills: reading with understanding and using a dictionary; reading about healthy eating for children; recall and relate.	Gender stereotyping, sexism and abuse: <ul style="list-style-type: none">• definition of concepts• Effects of gender stereotyping and sexism on personal and social relationships• Effects of gender-based abuse on personal and social relationships• Dealing with stereotyping, sexism and abuse. Reading skills: reading with understanding and fluency; reading about ways to deal with stereotyping, sexism and abuse; interpret/explain and relate what has been studied.	
			4h00
	Assessment: Project	It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.	

TERM 4	INTERMEDIATE PHASE (GR. 4)	INTERMEDIATE PHASE (GR. 5)	INTERMEDIATE PHASE (GR. 6)
HEALTH AND ENVIRONMENTAL RESPONSIBILITY			
Traffic rules relevant to road users: <ul style="list-style-type: none"> • Pedestrians and cyclists • Passenger behavior • Railway safety. • Weekly reading by learners: reading for enjoyment; reading about traffic rules relevant to road users.	Local environmental health problems: <ul style="list-style-type: none"> • Locally occurring health problems including tuberculosis, diarrhea, malaria, measles, etc. • Causes of health problems • Symptoms of health problems • Available treatment for health problems. 	Basic first aid in different situations: cuts and grazes, burns, scald and sunburn, stings and bites, bruises, poisoning, bleeding, and choking. <ul style="list-style-type: none"> • Reading skills: reading with understanding and fluency • Reading about basic first aid: interpret/explain and relate what has been studied. 	• Reading skills: reading with understanding and using a dictionary; reading about causes, symptoms and treatment of locally occurring health problems; recall and relate.

HEALTH AND ENVIRONMENTAL RESPONSIBILITY

HIV and AIDS education: basic facts including blood management <ul style="list-style-type: none"> • Basic explanation of HIV and AIDS • Transmission of HIV through blood • How HIV is not transmitted • How to protect oneself against infection through blood. <ul style="list-style-type: none"> • Weekly reading by learners: reading for enjoyment; reading basic facts about HIV and AIDS. 	HIV and AIDS education: <ul style="list-style-type: none"> • Dealing with stigma • Stigma about HIV and AIDS • How to change attitudes towards people infected with HIV and AIDS. <ul style="list-style-type: none"> • Reading skills: reading with understanding and using a dictionary; reading about changing attitudes and perceptions about HIV and AIDS; recall and relate. 	HIV and AIDS education: myths and realities about HIV and AIDS including risks and perceptions about HIV and AIDS <ul style="list-style-type: none"> • Caring for people with AIDS. <ul style="list-style-type: none"> • Reading skills: reading with understanding and fluency; reading about caring for people with AIDS; interpret/explain and relate what has been studied.
		<h2>HEALTH AND ENVIRONMENTAL RESPONSIBILITY</h2>
	Personal and household hygiene: personal hygiene items that cannot be shared <ul style="list-style-type: none"> • Germ breeding areas in the house • Dietary habits of children: impact on dental and oral hygiene. <ul style="list-style-type: none"> • Weekly reading by learners: reading for enjoyment; reading about personal 	Substance abuse: types of drugs used; legal and illegal drugs including tobacco, alcohol and over-the-counter medication <ul style="list-style-type: none"> • Negative impact of substances on health: effects of drugs on body and mind. <ul style="list-style-type: none"> • Reading skills: reading with understanding and using a dictionary;

<p>and household hygiene, and dietary habits of children.</p>	<p>reading about dangers of substance abuse; recall and relate.</p> <p>Healthy environment and personal health: home, school and community</p> <ul style="list-style-type: none"> Examples of environments that are unhealthy: pollution (air, water and land) including illegal dumping sites Dangers of unhealthy environments to personal health Strategies to keep environments healthy: conservation of environment Celebrating Arbor Day. <p>Weekly reading by learners: reading for enjoyment.</p>	<p>fluency; reading about communicable diseases; interpret/explain and relate what has been studied.</p> <p>Food hygiene: safe and harmful ingredients</p> <ul style="list-style-type: none"> Food preparation Food storage Food-borne diseases. <p>Reading skills: reading with understanding and fluency; reading about food hygiene; interpret/explain and relate what has been studied.</p>
		<p>3h00</p> <p>Assessment: End-of-year examination</p> <p>It is compulsory to cover the given topics in the term indicated. The sequence of the topics within the term is however, not fixed.</p>

LIFE SKILLS: PHYSICAL EDUCATION (GR. 4-6)

TERM 1

GRADE 4	GRADE 5	GRADE 6
<p>-Participation in activities that promote different ways of locomotion, rotation, elevation and balancing using various parts of the body in a controlled fashion.</p> <p>Safety measures: relating to locomotion, rotation, elevation and balancing activities. Suitability of the surface of the play area and condition of apparatus, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions etc.</p>	<p>Participation in movement sequences that require consistency and control in smooth and continuous combinations, rotation, balance, locomotion and elevation.</p> <p>Safety measures: relating to movement sequence. Suitability of the surface of the play area and condition of apparatus, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions etc.</p>	<p>-Participation in a physical fitness programme to develop particular aspects of fitness -Safety measures for physical fitness activities.</p> <p>Safety measures: during physical fitness programme. Suitability of the surface of the play area and condition of apparatus, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions etc.</p>



2 hours		

TERM 2		
-Participation in a variety of modified invasion games.	-Participation in a variety of target games.	-Participation in striking and field games.
Safety issues during games. Suitability of the surface of the play area and condition of apparatus, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions etc.	Safety measures during target games. Suitability of the surface of the play area and condition of apparatus, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions etc.	Safety measures during striking and fielding games. Suitability of the surface of the play area and condition of apparatus, warm up and cool down, basic First Aid, spacing of learners during activities, following instructions etc.
	3 hours	
Movement performance in a variety of modified invasion games.	Movement performance in a variety of target games.	Movement performance in a variety of striking and fielding games.
	2 hours	



TERM 3			
-Participation in rhythmic movements with focus on posture - Safety measures during rhythmic movements.	-Participation in rhythmic movements with focus on posture and style - Safety measures during rhythmic movements.	-Participation in rhythmic patterns of movements with coordination and control - Safety measures during rhythmic movements.	3 hours
Movement performance in rhythmic movements with focus on posture.	Movement performance in rhythmic movements with focus on posture and style	Movement performance in rhythmic patterns of movements with coordination and control	2 hours
TERM 4			
- Participation in a variety of field and track athletics or swimming activities - Safety measures during athletics or swimming activities.	- Participation in refined sequences track athletics or swimming activities - Safety measures during athletics or swimming activities.	- Participation in refined sequences emphasising changes of shape, speed and direction or swimming activities.	

3 hours

- Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities.

- Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities.

- Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities.

- Movement performance in refined sequences emphasising changes of shape, speed and direction or swimming activities.

TERM 1 LESSON PLANS

LESSON 1 LIFE SKILLS: MULTI-GRADE LESSON

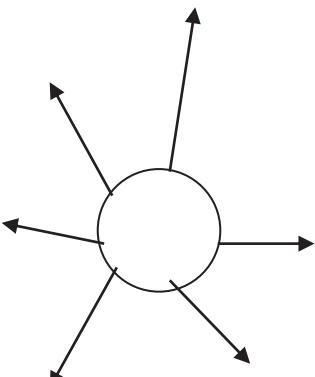
NAME OF SCHOOL	NAME OF TEACHER	TERM			
STUDY AREA	PSW	DURATION	2 hrs.	TOPIC	1
TOPICS	Grade 4: Personal strengths: identify, explore and appreciate own strengths and strengths of other				
	Grade 5: Positive self-concept formation: influence of others on self-concept (adults and peers)				
	Grade 6: Positive self-esteem: body image.				
Content	Grade 4: Successful experiences as a result of own strengths: achievements and exciting experiences at school and home.				

	<p>Grade 5: Personal successes as contributing factors to positive self-concept</p> <ul style="list-style-type: none"> • Action plan for continued positive self-concept formation • Reading skills: reading with understanding and using a dictionary; reading about activities and / or actions that build positive self-concept; recall and relate. <p>Grade 6: Understanding and respecting body changes</p> <ul style="list-style-type: none"> • Other influences on body image: media and society • Acceptance of the self • Reading skills: reading with understanding and fluency • Reading about positive influences on body image: interpret/explain and relate what has been studied. 		
CONCEPTS	Strengths, weaknesses, appreciate, achievement, positive, negative, self-esteem, influence, adult, peers, positive self-concept, positive self-esteem, body image, respect, respecting body, body-changes, explore.		
METHODOLOGY	Whole class teaching Grade teaching Group work.		
RESOURCES	Textbooks, magazines and newspapers, picture charts, posters etc.		
INCLUSIVITY	<ul style="list-style-type: none"> • Use pictures and magazines. 		TEACHING ACTIVITIES

WHOLE CLASS ACTIVITY	<ul style="list-style-type: none"> Teacher discusses all the above concepts with learners. Allow learners to give personal meaning to concepts
10 minute discussion	<ul style="list-style-type: none"> Discuss concepts in their grade levels Write up all concepts on flip chart
5 minutes for instructions	<ul style="list-style-type: none"> Instructions: Ask learners to: <ul style="list-style-type: none"> -Use dictionaries to find meanings of the words -Grade 5 and 6 choose any 5 new words, construct sentences and write them in their workbooks.
NOTE TO TEACHER	<p>1. DECIDE WITH THE GROUP ON THE NOISE LEVEL; IS IT GOING TO BE:</p> <ul style="list-style-type: none"> Silent work Whispering Buzz session Classroom talk. <ul style="list-style-type: none"> The teacher should work with Grade 4 learners for 12 minutes. The grade 5 and 6 learners should look for the meaning of words using their dictionaries and write meaningful sentences.

groups	<p>Learners seated on carpet/group.</p> <p>Ask learners these questions:</p> <ul style="list-style-type: none"> - What are your strengths? - Give examples to explain the word “strengths” . - What is the opposite of strength? – introduce the concept ‘weaknesses. - Now let us talk about your strengths – what are you good at? - Ask learners to name their strengths and to compile a list on the board. - Ask: Can you tell me what you see as the strengths of your friends? 	<p>Learners seated on carpet/group.</p> <ul style="list-style-type: none"> - Teacher discusses the meaning of “self – concept” . - Teacher breaks up the word “self” and “concept” . - Ask learners to give their own meaning to the concept. <p>At the end of 12 minutes, the teacher asks learners to return to their seats and asks them to use the spider-web design to write down their own personal strengths e.g.:</p> <ul style="list-style-type: none"> - Running - Reading - Soccer 	<p>Learners seated on carpet/group.</p> <ul style="list-style-type: none"> - Teacher introduces the concept of the body and its different parts. - Teacher can use a tape measure to measure the height of learners. <p>Ask learners to stand from shortest to tallest (heights), and ask the following questions:..</p> <ul style="list-style-type: none"> -What do you notice about your friends in class? -Who feels that they have grown a little taller from last year? -What other changes have happened to you? -Do you still eat the same amount of food as when you were in grade 1 ? -Now teacher discusses changes experiences of being
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<ul style="list-style-type: none"> - Netball. <p>told by someone something good about themselves. (Example – you are a friendly person.)</p> <ul style="list-style-type: none"> - Ann told me: “I am good in sport”. 	<p>that are happening. We are all growing every day. Teacher asks the following questions:</p> <ul style="list-style-type: none"> -What changes are happening to your body? -Does anyone notice any changes taking place? Let us talk about it and do not feel shy. <p>Mum said:” I have a neat handwriting”.</p> <ul style="list-style-type: none"> - Ask learners how they feel about these comments and why? 	<p>ACTIVITY</p> <ul style="list-style-type: none"> • Think of a time when someone told you something good about yourself.
	<p>ACTIVITY</p> <ul style="list-style-type: none"> • Each learner should list a minimum of five traits they regard as strengths. (Give 10 minute for this.) • Interview at least 5 friends in class 	<p>ACTIVITY</p> <ul style="list-style-type: none"> • Draw a timeline showing how you have grown from grade 4 to now in:



	<p>and ask them about their strengths and weakness and compile a list in your workbooks.</p> <ul style="list-style-type: none"> Compare your strengths and weaknesses with your own. What can you say about the strengths and weaknesses when comparing yours and your friend's? How can you change your weaknesses into strengths? Complete the worksheet on strengths and weakness at home as an activity. 	<p>Write down 5 sentences on how you felt and what you did.</p> <ul style="list-style-type: none"> Think of a time when someone told you something negative about yourself. Write down 5 sentences on how you felt and how you responded. 	<p>1. Height 2. Weight 3. Body changes.</p>
	<p>LESSON 2</p> <p>Learners seated on carpet. Teacher asks and does the following:</p> <ul style="list-style-type: none"> Learners explain their understanding of what success is? 	<p>LESSON 2</p> <p>Learners are seated on carpet.</p> <p>Teacher asks and does the following:</p> <ul style="list-style-type: none"> Name your favourite animals and explain why you like them. 	



<ul style="list-style-type: none"> Teacher explains the concept “personal success” and gives examples of personal successes? 	<ul style="list-style-type: none"> Ask learners to name their own personal successes and experiences at home and school. Compile a list of words on the chalkboard as learners give responses. 	<ul style="list-style-type: none"> Teacher discusses the meaning of positive self – concept. Break up the word “Positive” and “concept” Ask learners to give their own meaning of a positive self-concept. Discuss with learners: how do you form a positive self-concept? Refer to the pictures below. Ask Learners to read what Thembi and Thato say about their personal successes and to answer the questions. Teacher hands out a picture of a pet. Learners discuss and list the positive traits of a pet. Use this activity to highlight that good personality traits count more than physical looks.
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<p>Questions:</p> <ol style="list-style-type: none"> What do you think helps Thembani and Thato to be successful in what they do? Do you think Thembani and Thato have a positive self-concept? Why? 	<p>ACTIVITY</p> <p>Work on your own. Complete the worksheet provided below.</p> <ol style="list-style-type: none"> After completing the activity, learners should work on the same topic in their workbooks. 	<p>ACTIVITY</p> <p>Work on your own. Think how you feel about yourself.</p> <ol style="list-style-type: none"> Write five sentences that describe how you see yourself. Focus on positive things. List five weaknesses that you would like to change. <p>Discuss the concept</p> <ul style="list-style-type: none"> Body Image Media What is media influence? <p>Question 5.1</p> <p>Media Influence:</p> <ul style="list-style-type: none"> Ask learners to look at their classmates and spot the differences amongst them.
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Explain that the class consists of learners that are diverse.

- Explain to learners that there are billions of people on earth. Each one is unique in colour (fair and dark), shape, size and personality. There are boys and girls. We also have traits that are unique and each one is beautiful in his or her own way.
- Give learners magazines to page through. Ask Learners to identify:
 - Images of women and men in advertisements for films, for music, of TV actors, of models, for cosmetics and

for clothes etc.

- Discuss with learners the following:
 1. How are women and men depicted in the magazines? Ask learners to think of TV advertisements as well as “soapies”.
 2. What message do these images send to us? (How we should look like?)
- Explain to learners that the people we see in the media represent a small percentage of people on earth and these pictures serve a particular purpose. For example, most of these images encourage us to buy what they are selling.

The media should not tell us how we should look like because we are all unique. Explain the truth about media images: if you meet a celebrity in real life she/he would not look like her/his image as portrayed in the media. The images we see in the media are manipulated by computers to represent an ideal version of a person without any flaws.

ACTIVITY 5.2

Use a chart or double page of an exercise book. Develop a poster using words or short sentences that describe your body image.

Example: think about your height, hair colour, skin, hands, feet and things that you like to do or are

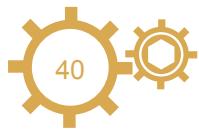


able to do, for instance, with your hands. Use words that are positive. Use 10 words that describe your image of your body. You will present the poster to your classmates that should adhere to the following criteria.

1. The writing should be neat, interesting and creative.
2. Your name should appear on the poster.
3. A phrase/ statement that describes you as unique person should be included.
4. List **three** things that you can do to improve so that you have a healthy body image.
 - Discuss tips to improve your body image.

<p>Tips to improve Body image:</p> <ul style="list-style-type: none"> • Be active • Positive self-talk: - Use words such as: "I will", "I am strong" and "I am powerful, unique and beautiful in my own way". 	<p>ACTIVITY</p> <p>Develop a poster of people's strengths and weaknesses. Look at famous people e.g. sports stars and actors or a person that you admire.</p>	<p>ACTIVITY</p> <p>Cut pictures / draw to design a timeline showing growth. Learners should write sentences explaining each stage.</p>
<p>ADDITIONAL ACTIVITY THAT TEACHER CAN USE IN CLASS</p>	<p>ACTIVITY</p> <p>Learners should complete a self- evaluation questionnaire and the teacher should give learners feedback. Develop questions for your learners.</p>	<p>ACTIVITY</p> <p>Informal Assessment: design oral presentation. The report back by the groups should indicate an understanding of the concept "Positive self-</p>
	<p>ACTIVITY</p> <p>Informal assessment: written work and oral presentations.</p>	

	Language – concept development NS/TECH – growth and development Creative Arts: visual art collage, use of colours and textures in art works.	concept".
INTEGRATION	HOD's Signature	DATE:



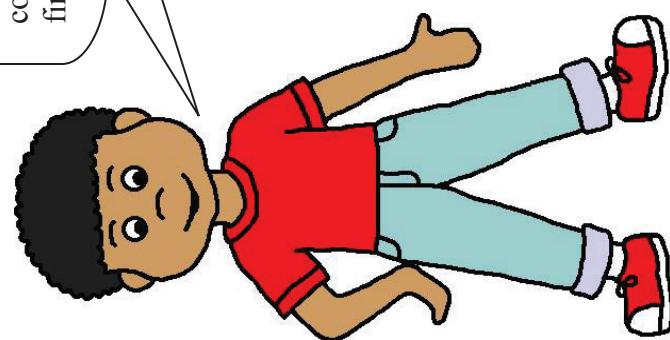
Worksheet: Grade 4

My achievements at home	My achievements at school											

Grade: 5

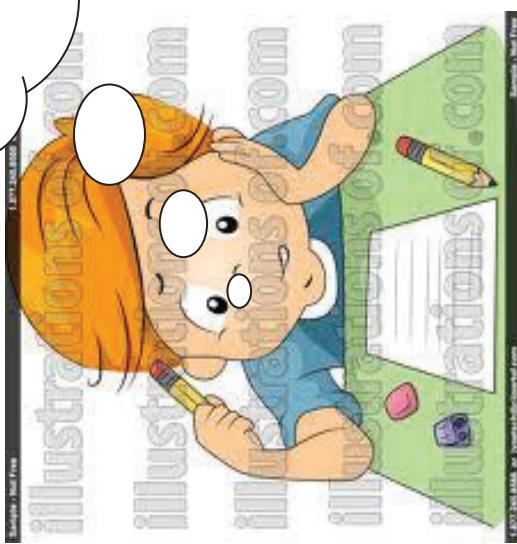
Thato

I am a very good dancer. I practise four days a week. I entered the “So you think you can dance competition”. I made it to the semi-finals.



Thembi

I made it to grade 5! I am good at mathematics. I have received an award for the best learner in grade 5.



Explanation of the concept Body Image

Grade 5 Content

Body Image is how you view your physical self, including whether you feel you are attractive and if others like your appearance. It is the way you look and feel about yourself physically and how others look at you and the messages they send about you. Body image, especially during the early teenage stage, is closely linked to self-esteem. The way you look at yourself is not based on the truth but what you view as the truth. Body image is ever changing. It is influenced by your mood swings, for example: you are not taking care of yourself because you are feeling down. Your body image is formed (constructed) from your experiences and people around you, including your parents, role models, the media, society and friends, who influence your self-image. The media for example show pictures of slim women and girls. Anyone with a full figure may feel or have a sense of not belonging, not fitting in and not being beautiful. They may wish to be thin. This feeling may have a negative effect on their self-esteem.



LIFE SKILLS: MULTI-GRADE LESSON

NAME OF SCHOOL	NAME OF TEACHER	DATES
STUDY AREA	PSW	DURATION
TOPIC	Grade 4: Less successful experience Ways to convert less successful experience into positive learning experiences: Using strength to improve weaknesses Grade 5: Action plan for continued positive self-concept Grade 6: Acceptance of the self.	
CONCEPTS DEVELOPMENT		Less successful, experience, convert, positive learning experience, action plan, acceptance,
METHODS		Whole class teaching Group teaching Group work.
RESOURCES		Textbooks, magazines and newspapers, posters , photos etc.
INCLUSIVITY		<ul style="list-style-type: none">• Give extra time for slow learners; use pictures to develop vocabulary.
TEACHING ACTIVITIES		

<p>WHOLE CLASS ACTIVITY</p> <p>10 minutes discussion</p> <p>5 minutes for instructions</p>	<ul style="list-style-type: none"> • Teacher discusses all the above concepts with learners. • Allow learners to give personal meaning to concepts. • Write up all concepts on flip chart/ chalkboard. <p>Instructions: ask learners to:</p> <p>Use dictionaries and find meanings of the words.</p> <p>Grade 5 and 6 choose any 5 words and construct sentences</p>												
<p>NOTE TO TEACHER</p>	<ul style="list-style-type: none"> • DECIDE WITH THE GROUP ON THE NOISE LEVEL, IS IT GOING TO BE: <p>Silent work</p> <p>Whispering</p> <p>Buzz session</p> <p>Classroom talk.</p> <p>The teacher should work with the grade 4 learners for 12 minutes. The grade 4 and 5 learners should look for the words using their dictionaries.</p>												
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">GRADE 4</th> <th style="text-align: center;">GRADE 5</th> <th style="text-align: center;">GRADE 6</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">LESSON 3</td> <td style="text-align: center;">LESSON 3</td> <td style="text-align: center;">LESSON 3</td> </tr> <tr> <td>Learners seated on carpet.</td> <td>Learners seated on carpet.</td> <td>Learners seated on carpet.</td> </tr> <tr> <td> <ul style="list-style-type: none"> • Discuss with learners </td> <td> <ul style="list-style-type: none"> • Discuss the </td> <td> <ul style="list-style-type: none"> • Discuss with learners the mean </td> </tr> </tbody> </table>	GRADE 4	GRADE 5	GRADE 6	LESSON 3	LESSON 3	LESSON 3	Learners seated on carpet.	Learners seated on carpet.	Learners seated on carpet.	<ul style="list-style-type: none"> • Discuss with learners 	<ul style="list-style-type: none"> • Discuss the 	<ul style="list-style-type: none"> • Discuss with learners the mean
GRADE 4	GRADE 5	GRADE 6											
LESSON 3	LESSON 3	LESSON 3											
Learners seated on carpet.	Learners seated on carpet.	Learners seated on carpet.											
<ul style="list-style-type: none"> • Discuss with learners 	<ul style="list-style-type: none"> • Discuss the 	<ul style="list-style-type: none"> • Discuss with learners the mean 											

		meaning of the concept “Action plan”.	of the concept “Acceptance” and “Acceptance of the self and others
the meaning of the concepts “Less successful”, “experience”, “convert”.	<ul style="list-style-type: none"> • Ask learners to: - Name their less successful experiences. - Mention ways to improve their less successful experiences. <ul style="list-style-type: none"> • Ask learners to read what Siphehile and Ayanda say about themselves (see the speech bubbles below). • Ask Learners the following questions: <ul style="list-style-type: none"> 1. Explain how Siphehile and Ayanda view themselves? 2. What will you do to help Siphehile and 		



Ayanda to be more successful in school and sports?	ACTIVITY <ul style="list-style-type: none"> Learners work on their own: Write what Siphephile and Ayanda say about themselves. Turn the negative message into a positive message. How will you assist Siphephile and Ayanda to work on their weaknesses? 	ACTIVITY <ul style="list-style-type: none"> Learners use the worksheet provided below: <p>-List the personal things that you do not feel good about.</p> <p>-Include those that you listed in the previous lesson. Explain how you will improve your weaknesses.</p> <p>List five points in your activity books.</p>	ACTIVITY <ul style="list-style-type: none"> Learners work on their own: <p>- Use a chart/ exercise book.</p> <p>Develop a poster with tips for self-acceptance for you and your friends.</p> <p>The poster should have:</p> <ul style="list-style-type: none"> Five tips that could be used by you and your friends (10) It must be colourful and relevant.(2) <p>- Identify less successful experiences of and with others within the family</p>
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			and suggest ways to improve them.
	Formal Assessment: design and make	Formal Assessment: case study	Informal Assessment: design and make (poster)
INTEGRATION	LANGUAGE – concept development NS/TECH – growth and development		
REFLECTION	CREATIVE ARTS – collage, use of colours and textures in art works.		
	HOD's Signature		

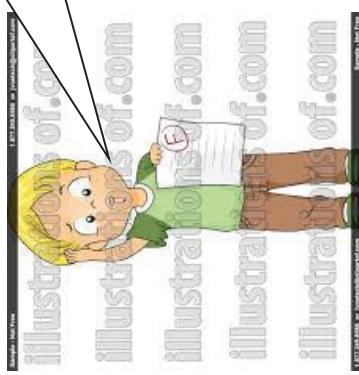


WORKSHEET

GRADE 4

Siphesihle

I am not good in all subjects. I always give wrong answers to the teacher. I feel shy to give answers in class. I do not try hard enough to do well in my school work.



Ayanda
I do not take part in sports because I am afraid that other learners will laugh at me. I feel I am over weight and cannot run fast enough.



GRADE 5: WORKSHEET

My less successful experiences	Ways to improve my less successful experiences



Grade 6 Possible Response

SELF ACCEPTANCE -TIPS FOR ME AND MY FRIENDS:

Love myself as I am
I am a good person
I should enjoy life
I am proud of who I am
I am happy to be me and I am unique
There are things that I can do and those I cannot do
I know people who are like me.

EXAMPLE OF INFORMAL ASSESSMENT GRADE 4: DESIGN AND MAKE

Draw a human shape/ silhouette on a blank page (a teacher can provide a drawing of a silhouette as a hand-out to each learner). Learners can also use their pictures. Develop a poster that will tell us about your successes at home and in school: Your poster should have the following:

1. Your name. (1)
2. A list of your successes at home and at school. List five of each. (10)
3. Explain how you feel about your success. Write only one sentence. (2)
4. Explain how you will encourage your friend to feel good about herself/himself.
Write only one sentence. (2)

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EXAMPLE OF INFORMAL ASSESSMENT

GRADE 5: CASE STUDY

Thami: “Samke what is the matter with you? You have been away from the dance practice for five days and do not allow me to come and see you.”

Samke: “I hate myself. I cannot go out and be seen by my friends looking like this. I have a greasy face and I am not handsome like you.”

Thami: “Do not worry; I have a face washing soap that will help you. I will ask my mom to allow me to share it with you; soon your face will be looking bright.”

Samke: “Thami it is not only my face. Everything is not good for me. I have failed to do my project and to submit it to Mrs Ngcobo on Monday. I do not know how to do my project. I do not know what to say to Mrs Ngcobo. I have been away from the dance practice for a week. I cannot do the steps that you have learnt.”

Thami: “Samke things are going to be fine. You have been feeling not too well for a few days. Go to Mrs Ngcobo and explain how you have felt the last few days. Ask her to give you a few days to do the project. She will understand. Work hard so that you get good marks for your project. I will also help you to get the books for the project. You can do it my friend.”

Answer the following questions based on the case study:

1. What is a positive self-concept? (1)
2. What is a negatives self-concept? (1)
3. Do you think Samke has a positive or negative self-concept? Explain in one sentence. (2)
4. List two things that cause Samke not to feel good about herself. (2)
5. Name two positive suggestions that Thami makes to help Samke feel good about herself. (2)
6. How will these suggestions help Samke? Give **two** examples. (2)
7. Do you think Samke would have changed her self-concept without the help of her friend? (1)
8. Explain how Samke's negative self- concept could have influenced her friendship with Thami. Write two sentences. (4)
9. Name Samke's strengths that becomes clear in this story (only two) (2)
10. Do you think that Thami has a positive self-concept? Explain why? (3)

LESSON 2 PE



LIFE SKILLS: MULTI-GRADE LESSON

NAME OF SCHOOL	NAME OF TEACHER		TERM 1
STUDY AREA	PE	DURATION	Grade 4: Grade 5: Grade 6:
		12 hours (in total) each lesson is 1 hour = 12 lessons	Participation in activities that promote different ways to locomote, rotate, elevate and balance using various parts of the body.
Content			Grade 4 : Grade 5: Grade 6: Knowledge: locomotion, rotation, elevation and balancing. Skills: locomotion ,rotate, elevate, balance. Values: instilling regular exercising, sportsmanship. Practical demonstration by the teacher with questions and answer
METHODS			

RESOURCES	-Playground, field or open space; 30 cones/ brightly coloured cans, skipping ropes.
CONCEPTS DEVELOPMENT	-Different ways of locomotion, rotation, elevation and balancing, control, warm up, cool down, exercise, fitness, and safety measures.
INCLUSIVITY	<ul style="list-style-type: none"> - Learners' experiencing learning and physical barriers should get extra assistance from the teacher and their peers. - Activities should be adapted to suit learners' needs.
	TEACHING ACTIVITIES
WHOLE CLASS ACTIVITY	<p>TEACHER</p> <p>Warm Up</p> <p>Before the start of every activity the teacher should start with safety rules as well as warming-up exercises.</p> <p>ACTIVITY 1 (10 min)</p> <p>Teacher demonstrates the following:</p> <p>Learners find their personal space, facing the teacher.</p> <ul style="list-style-type: none"> • Two minutes of slow jogging and four minutes of stretching, i.e. upper body and legs. • The learners must jog around the field or in a hall for two minutes. The teacher encourages learners to keep moving all the time as a warming-up exercise. • The teacher demonstrates the correct stretching exercises and counts 16 seconds out loud.



- Each stretch must be held for 16 seconds on both the left and the right side.
- Teacher demonstrates elementary examples of each of the five aspects (components) of physical fitness that will be taught as stipulated on the activity card.

OR

- The leader then moves from cone to cone while the rest of the group watches. The leader must do an activity for 30 seconds at each cone before moving on to the next one, e.g. the leader skips from cone 1 to cone 2, and when at cone 2 he hops on one foot while clapping and singing.

NOTE TO TEACHER

2. The teacher appoints the leaders in the groups and uses the whistle to control the groups.
3. Safety measures instruction should be given early in the lesson.

METHODOLOGY Teachers work with individual groups	GRADE 4 Grade teaching ACTIVITY 1	GRADE 5 Grade teaching ACTIVITY 1	GRADE 6 Grade teaching ACTIVITY 1
		LEARNER ACTIVITY 2 <ul style="list-style-type: none">• The teacher demonstrates different ways to do hopping, skipping and running,	LEARNER ACTIVITY 2 <ul style="list-style-type: none">• The teacher demonstrates different ways to do hopping, skipping and running, The teacher demonstrates different ways to do hopping, skipping and running, sprinting or

	sprinting or jumping and balance,	skipping and running, sprinting or jumping and balance.	jumping and balance while increasing the pace.
	<p>ACTIVITY 3</p> <ul style="list-style-type: none"> • Circuit formation <p>Station1: Elevation</p> <ul style="list-style-type: none"> - From station 1-2 skipping <p>Station 2: Balancing</p> <ul style="list-style-type: none"> - From station 2-3 galloping <p>Station 3: Rotation.</p> <ul style="list-style-type: none"> - Learners stand on one leg and they swing their bodies from left to right. - Throw a ball to your partner in the opposite direction. - From station 3-4 they throw the ball and catch the ball lifting one leg. 	<p>ACTIVITY 3</p> <ul style="list-style-type: none"> • Circuit formation <p>Station1: Elevation</p> <ul style="list-style-type: none"> - From station 1-2 skipping <p>Station 2: Balancing</p> <ul style="list-style-type: none"> - From station 2-3 galloping <p>Station 3: Rotation.</p> <ul style="list-style-type: none"> - Learners stand on one leg and they swing their bodies from left to right. - Throw a ball to your partner in the opposite direction. - From station 3-4 they throw the ball and catch the ball lifting one leg. 	<p>ACTIVITY 3</p> <ul style="list-style-type: none"> • Fitness programme • Circuit formation <p>Station1: Elevation</p> <ul style="list-style-type: none"> - From station 1-2 skipping <p>Station 2: Balancing</p> <ul style="list-style-type: none"> - From station 2-3 galloping <p>Station 3: Rotation.</p> <ul style="list-style-type: none"> - Learners stand on one leg and they swing their bodies from left to right. - Throw a ball to your partner in the opposite direction. - From station 3-4 they throw the ball and catch the ball lifting one leg.



		throw the ball and catch the ball lifting one leg.	ball and catch the ball lifting one leg.
Station 4: Combination of all the concepts.	Station 4: Combination of all the concepts.		
Locomotion (2 hrs.)	<p>• Choose a leader from the “Lions”, this person’s job is to roar.</p> <p>• Decide how the leader is chosen: the same Lion can roar twice and then choose the next leader, or each learner can have a turn as leader by moving in a clockwise direction around the semi -circle.</p> <p>• Nod to the trackers so that they start moving silently towards the lion’s circle.</p> <p>• The teacher can award each learner 5 points for reaching the lion’s circle and 3 points for being the last to go out.</p> <p>• Once the trackers are all out or have reached the circle, swap the teams.</p> <p>• Keep playing for the remainder of the lesson. Everyone should get the opportunity to be a leader at least once during this lesson.</p>	Balance (2 hrs.)	

Warm Up Activity

- The warm up is made up of two minutes of slow jogging and eight minutes of stretching.
- Stretching should be done to the count of 16.

ACTIVITY 4	ACTIVITY 4 Main activity	ACTIVITY 4 Main activity
	<ul style="list-style-type: none">• The aim of the game is to balance as many 'shells' (people) on the back of the slug without falling off. This is only possible with two people on the back of the slug. Some learners may manage three people on the slugs back if they are small and if they have good balance.• When you call "Snails", learners can do one of two things; they either go down on all fours in the	<ul style="list-style-type: none">• The aim of the game is to balance as many 'shells' (people) on the back of the slug without falling off. This is only possible with two people on the back of the slug. Some learners may manage three people on the slugs back if they are small and if they have good balance.• When you call "Snails",





	<p>slug position or roll into a ball or climb on someone's back. This is called the snail position.</p> <ul style="list-style-type: none">• Before everyone finds a slug to climb on, get those without a slug to walk around the room again. Do this by shouting "Walk" or "Lettuce". <p>learners can do one of two things; they either go down on all fours in the slug position or roll into a ball or climb on someone's back. This is called the snail position.</p> <ul style="list-style-type: none">• Before everyone finds a slug to climb on, get those without a slug to walk around the room again. Do this by shouting "Walk" or "Lettuce".
--	--

ACTIVITY 5	ACTIVITY 5
<p>2. The teacher should explain to learners that this week they will be expected to create their own warm up routine in groups of four.</p> <p>Learners will be assessed on their own planning.</p>	<p>3. The teacher should explain to learners that this week they will be expected to create their own warm up routine in groups of four.</p> <p>Learners will be assessed on their own planning.</p> <p>4. Learners have to do extra research as they have to find two new stretches not covered in class for Grade 4, three for Grade 5, and four for Grade 6.</p> <p>5. They are not allowed to have notes to help them and they have to be able to indicate and name the muscles involved in their stretches. The routine they have to put together is based on the Elevate each other (Elevation).</p> <p>4. They are not allowed to have</p> <ul style="list-style-type: none"> The teacher should explain to learners that this week they will be expected to create their own warm up routine in groups of four. Learners will be assessed on their own planning. Learners have to do extra research as they have to find two new stretches not covered in class for Grade 4, three for Grade 5 and four for Grade 6. They are not allowed to have notes to help them and they have to be able to indicate and name the muscles involved in the stretches. They are not allowed to have notes to help them and they have to be able to indicate and name the muscles involved in the stretches.

	<p>The routine they have to put together is based on the Elevate each other (Elevation)</p>	
	<p>notes to help them and they have to be able to indicate and name the muscles involved in the stretches.</p> <p>5. The routine they have to put together is based on the Elevate each other (Elevation).</p>	<p>Main activity (2 hrs.)</p> <ul style="list-style-type: none"> Measure the different areas out with the learners' rulers and demarcate them with skipping ropes.



	<ul style="list-style-type: none"> • Learners will have to climb onto someone's shoulders or back in order to succeed with this task. • This will be tough for some larger learners, but insist that they should make a plan. 	
	<p>Cool down</p> <ul style="list-style-type: none"> • Let the learners help pack away the equipment. • Ask learners to lie on the ground and to stretch, let them hold it for 16 seconds. • Make sure that the learners stand 	<p>Cool down</p> <ul style="list-style-type: none"> • Let the learners help pack away the equipment. • Ask learners to lie on the ground and to stretch, let them hold it for 16 seconds. • Make sure that the learners stand

	<ul style="list-style-type: none"> for 16 seconds. Make sure that the learners stand up slowly and shake their bodies loose, nimbly moving their joints to feel relaxed and comfortable. 	<ul style="list-style-type: none"> up slowly and shake their bodies loose, nimbly moving their joints to feel relaxed and comfortable. Make sure that the learners stand up slowly and shake their bodies loose, nimbly moving their joints to feel relaxed and comfortable.
INTEGRATION	<p>Language – concept development</p> <p>NS/TECH – growth and development</p> <p>Creative-Arts: visual art collage, use of colours and textures in art works.</p>	
HOD's Signature		DATE:



FORMAL ASSESSMENT

TERM 1 EXEMPLAR: FORMAL ASSESSMENT GRADE 4

1 st QUARTER ASSESSMENT	
GRADE	: 4
MARKS	: 30
TIME	: 1h

LIFE SKILLS: PSW

LEARNER'S SURNAME
LEARNER'S NAME(s)
CIRCUIT
SCHOOL
DATE



INSTRUCTIONS TO LEARNERS:

1. All questions should be answered in the spaces provided.
2. In some questions you have to choose and write or fill in the correct answers.

Question 1

Match Column A with the statements in Column B. Write the numbers 1 to 5 and next to each number write only the correct letter e.g. A, B, C etc.

A	Answer	B
1. Land pollution		A. People littering the grounds and dumping rubbish on the road sides
2. Proteins in our diet		B. Important categories of food in our daily diet which includes meat, chicken fish and beans
3. Diarrhoea		C. Oil spills from ships and pumping sewage into the ocean
4. Bill of Rights		D. Important categories of food in our daily diet which includes fruits and vegetables

		E. An illness we get from drinking dirty water
5. Bullying		F. Every child has a Right to Education
		G. When someone constantly teases or hurts you in any way.

(5)

Question 2

Read each statement below. Use the words from the table above and complete each statement.

**personal strength; road signs; traditional; rainbow
nation; responsibility; staple; Bill of Rights; road
markings**

- South Africa is made up of different nations, including Indians, Africans, Coloureds, Afrikaners and Chinese etc. People, therefore, call us the _____.
- Sump, pap, rice and maize are referred to as _____ foods by particular races of people.



3. According to the Bill of Rights, as a child, I have the Right to quality education, but it is my _____ to learn my work.

4. Pedestrian crossings, yield signs and speed humps are _____ which help motorists to drive safely on the road.

5. I am good at soccer. This is my greatest _____.

6. A _____ is when you eat from all food groups. (5)

Question 3

Look at the picture that illustrates conflict in the home. Write a paragraph to explain what happens in the picture and also indicate how you would help to resolve the conflict. (5)



Question 4

Draw the following road signs and explain the purpose of each of them:

Name of road sign	Picture	Message of road sign to drivers
Pedestrian crossing		
Stop		
Yield		



Question 5

Look at the picture on the Rights of Children carefully and answer the questions that follow.



1. Which picture shows that the right to proper health care is being violated?
2. Picture 3 shows a lady taking water from the river. Which right is being violated?
3. Look at picture 4 carefully. Why is the little child blocking her ears?
4. Do you think the children in picture 2 are eating properly? Explain your answer.

GRADE 4 MEMORANDUM

Question 1

- 1. D ✓
- 2. C ✓
- 3. E ✓
- 4. A ✓
- 5. B ✓ (5)

Question 2

- 1. Rainbow nation ✓
- 2. Traditional food ✓
- 3. Responsibilities ✓
- 4. Road signs ✓
- 5. Balanced diet ✓ (5)

Question 2

3.1 Stop: when learners argue, the mediator stops the argument / both parties need to stop and listen.

.....

3.2 Speak: mediator speaks to the unhappy parties / gives each one a chance to explain why she/he disagrees.

.....

3.3 Listen: mediator listens to both parties; both parties listen to each other.

.....

3.4 Think: both parties are given time to rethink and discuss possible solutions for a win-win resolution

3.5 Listen: each party listens to each other's resolution. Both parties come to an agreement that will favour both sides.

(5)

Question 4



STOP SIGNVV



PEDESTRIAN SIGNVV



YIELD SIGN ✓✓

Question 5

1. Picture 1: all children have the right to health care. ✓✓
2. All people have the right to clean water. ✓✓
3. She is being verbally abused by an adult: every child has a right to be protected from any harm. ✓✓
4. No; they eat unhealthy food: All children have the right to healthy food. ✓✓
5. ✓

(6)

(9)

Picture 1: all children have the right to health care. ✓✓
All people have the right to clean water. ✓✓
She is being verbally abused by an adult: every child has a right to be protected from any harm. ✓✓
No; they eat unhealthy food: All children have the right to healthy food. ✓✓
✓

Picture 1: all children have the right to health care. ✓✓
All people have the right to clean water. ✓✓
She is being verbally abused by an adult: every child has a right to be protected from any harm. ✓✓
No; they eat unhealthy food: All children have the right to healthy food. ✓✓
✓

GRAND TOTAL (30)

TERM 2



Lesson 1

LIFE SKILLS: MULTI-GRADE LESSON

NAME OF SCHOOL				TERM 2	
STUDY AREA	GRADE	TOPIC	DURATION	SOCIAL RESPONSIBILITY	
	4, 5 & 6		3 hours (2 weeks)	NOTE TO THE TEACHER: Your lessons may be carried over to another period especially if learners are challenged with the LOLT.	
RESOURCES		Magazines, textbooks		A chart-with Children's Rights.	
TOPIC : GR 4: Children's rights and responsibilities GR 5: Issues of age and gender in different cultural contexts in South Africa GR 6: The dignity of a person in a variety of religions in South Africa.					
CONTENT	Grade 4	Grade 5	Grade 6		
	<ul style="list-style-type: none"> Children's rights and responsibilities: name, health, safety, education, shelter, food and environment.	<ul style="list-style-type: none"> Issues of age and gender in different cultural contexts in South Africa: 	<ul style="list-style-type: none"> The dignity of the person as expressed in a variety of religions in South Africa. 	<ul style="list-style-type: none"> Relationship between Reading skills: reading with 	



	<ul style="list-style-type: none"> • Children's rights as stipulated in the South African Constitution • Children's responsibilities in relation to their rights. • Weekly reading by learners: reading for enjoyment; reading about children's rights and responsibilities. 	<ul style="list-style-type: none"> • elders and children in different cultural contexts • Responsibilities of boys and girls in different cultural contexts • Contributions of women and men in different cultural contexts. 	<p>understanding and fluency; reading about the dignity of a person as expressed in different religions; interpret/explain and relate what has been studied.</p>
CONCEPTS DEVELOPMENT			<p>GR. 4: rights, responsibilities, respect, safety, education, shelter, food, environment, health, constitution.</p> <p>GR. 5: gender, culture, relationships, responsibilities, contributions, respect, manners,</p>

	elders, issues, skill. GR. 6: human, dignity, religion, respect, interpret, relate, variety, person.
INCLUSIVITY	Allow more time for slow learners Allow learners who cannot construct sentences to develop a poster and to talk about the poster.
METHODOLOGY	
TEACHING ACTIVITIES	WEEK 1 (1 hr.)
WHOLE CLASS ACTIVITY	

Start this lesson by introducing new concepts from the topic to the learners e.g.:

child's rights, responsibilities, gender, culture, cultural context, dignity, variety, religion.

- Introduce the topic of rights and responsibility to learners.
- Tell them that different grades will focus on specific sub-topics i.e.:
 - Children's rights and responsibilities (Gr. 4)
 - Issues of age and gender in different cultural contexts in SA (Gr. 5)
 - The dignity of the person as expressed in a variety of religions (Gr. 6).
- Introduce brief learning activities about the South African constitution and what it stands for. (Focus on children, gender and religion.)



- Explain rights and responsibilities by using examples.

NOTES TO THE TEACHER

4. DECIDE WITH THE GROUP ON WHAT THE NOISE LEVEL WILL BE:

Silent work

Whispering

Buzz session

Classroom talk.

LESSON 1: Group-work

The grades 4-6 will use their dictionaries to get the definitions of concepts.

GR. 4: rights, responsibilities, health, safety, education, shelter, environment, constitution

GR. 5: gender, culture, relationships, responsibilities, contributions, respect, manners, elders, issues, skill.

GR. 6: human, dignity, religion, respect, interpret, relate, variety, person.

Grade 4

Children's rights and responsibilities

Grade 5

Issues of age and gender in different cultural contexts in SA.

Grade 6

The dignity of a person as expressed in a variety of religions.

- | | | |
|--|--|---|
| • Introduce children's rights. | • Ask learners to make a list of elders who they live with at home e.g. mother, father, uncle, granny etc. | • Tell children what the constitution says about the right to religion and human dignity. |
| • The teacher must prepare hand-outs on children's rights to be given to | | |

<ul style="list-style-type: none"> learners. Ask them to read the list of children's rights on the hand-outs using the sentence starter, "I have a right to..." . 	<ul style="list-style-type: none"> Learners should discuss what they do and say to show respect for elders (i.e. manners) in different cultures. Ask learners to write down examples which adults view as signs of being disrespectful and respectful. 	<ul style="list-style-type: none"> The teacher must explain the term denomination to learners. Ask learners to make a list of different religions in South Africa (e.g. Islam, Hinduism, traditional African religion, Christianity etc.). NB. Religions should not be confused with denominations.
<p>WEEK 2 (1hr.)</p> <p>LESSON 2: Whole class activity</p> <p>Recap on what each grade learnt last week or last lesson.</p> <p>Find a story or a case-study that will focus on rights and ask children to identify examples of violations of human rights.</p> <p>Introduce the concept of children's responsibilities at home and at school.</p>		



Grade 4	Grade 5	Grade 6
<ul style="list-style-type: none">Ask learners to read up on children's rights and responsibilities. <p>Written work:</p> <ul style="list-style-type: none">Provide a worksheet for learners in which they match children's rights with responsibilities.	<ul style="list-style-type: none">Learners have to discuss how they help elders at home and at school. <p>Written work:</p> <ul style="list-style-type: none">Learners use two columns to write the responsibilities of girls and boys at home (cultural context) in their books.Ask learners to list the names of women in leadership positions and what they are responsible for.	<ul style="list-style-type: none">Provide learners with a case-study on religious intolerance.Ask learners to discuss alternatives to religious intolerance. <ul style="list-style-type: none">Expectation: discussions could be conducted around respect, tolerance, human dignity, Ubuntu etc.Ask learners questions on religious intolerance and ask them to find out (investigate) what each religion says about respect for human dignity. <p>Homework</p> <ul style="list-style-type: none">Use any source of information to find out how the role of women has changed over the years.

WORKSHEET

GRADE 4

Match Column A with the correct answer from Column B. Write only the correct letter next to the right answer

Eg. 11. B

Column A	Column B
Children's Rights	Children's Responsibilities
1. Children have the right to life.	A. I must keep my environment clean and safe.
2. Children have a right to education.	B. I must try to look after myself and not expose myself to danger if I can help it.
3. Children have a right to food and clean water.	C. I must eat my food and not waste it.
4. Children have the right to a name and a place to live.	D. I must appreciate my home and keep it safe and clean.
5. Children have the right to health care.	E. I must use medicines as they are meant to be used.
6. Children have the right to express their feelings and thoughts freely and clearly (freedom of speech).	F. If I am in danger, I must get help.
7. Children have the right to be protected from all dangerous situations.	G. I must not work for money before I am sixteen.
8. Children have the right to be protected from working (children are only allowed to work for money from the age of sixteen).	H. I must listen to others and allow them to say what they think and respect their religion.
9. Children have the right to shelter.	I. I must look after the place where I live and be proud of my name.
10. Children have the right to a safe and clean environment.	





J. I must go to school and try my best.

WORKSHEET

GRADE 5

“Women and men are able to work in jobs these days that have traditionally been seen as being for females or males only.”

Write a paragraph to show how the traditional role of men and women has changed over time.

WORKSHEET

GRADE 6

ACTIVITY 1

Write the name of a religion or belief that you have read about. Write two or three sentences to explain the reason for a ritual in that religion. Explain how believers show their respect or belief.
Report your investigation to your class.

ACTIVITY 2

As a class, talk about what different religious groups and believers wear. Discuss in which other ways people show their respect for their religion. How do they behave, what do they eat, do they use any special words? Talk about the places where they worship.

Discuss how they behave in a place of worship. Discuss how you must behave in a place of worship. How must you behave when you meet someone who has different beliefs than you?

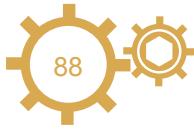
Lesson 2

LIFE SKILLS: MULTI-GRADE LESSON

NAME OF SCHOOL	NAME OF TEACHER	TERM 2		
STUDY AREA	PSW	DURATION	1 hrs	TOPIC
TOPICS				<p>Grade 4: Personal experience of working in a group: at school and home:(as a member of class, in a school or class or small group project or activity)</p> <p>Grade 5: Dealing with violent situations:(identify violent situations at home , school and community)</p> <p>Grade 6: Cultural rites of passage: (important stages in the individual's life in South African culture: birth, baptism, wedding and death.</p>
CONTENT	GRADE 4	GRADE 5	GRADE 6	<p>Dealing with violent situations:</p> <ul style="list-style-type: none"> Identify potential violent situations at home, school and community School: as member of a class, in a school or class or small group project or activity Home: as member of a family, working and getting along with <p>Cultural rites of passage:</p> <ul style="list-style-type: none"> Important stages in the individual's life in South African cultures: birth, baptism, wedding and death Meaning of each stage Personal and social significance of each stage Reading skills: reading

	<ul style="list-style-type: none"> • Benefits of working in a group • Challenges of working in a group • Useful responses to challenges of working in a group 	<ul style="list-style-type: none"> • Reading skills: reading with understanding and using a dictionary Reading about protection agencies and places of safety for children: recall and relate what has been studied 	
METHODS		<ul style="list-style-type: none"> • Weekly reading by learners: reading for enjoyment Reading about ways to succeed in working in a group 	
RESOURCES		<ul style="list-style-type: none"> Textbooks, Magazines and Newspapers, Posters etc. 	
CONCEPTS		Experiences, effective, co-operate, siblings, community violence, benefits, challenges, situations, cultural rites, birth baptism, wedding, death, stages school and home.	
DEVELOPMENT			
INCLUSIVITY		Use pictures and magazines.	
			TEACHING ACTIVITIES

WHOLE CLASS	<ul style="list-style-type: none"> Teacher discusses all the above listed concepts with learners
ACTIVITY 1 10 minutes	<ul style="list-style-type: none"> Allow learners to give personal meaning to concepts. Write up all concepts on flip chart. Instructions: Ask learners to: <p>5 minutes for instructions</p> <p>-Use dictionaries and find meanings of the words. Grade 5 and 6 choose any 5 words and construct sentence</p>
NOTE TO TEACHER	<ol style="list-style-type: none"> DECIDE WITH THE GROUP ON THE NOISE LEVEL IS IT GOING TO BE: <ul style="list-style-type: none"> Silent working Whispering Buzz session Classroom talk The teacher should sit with grade 4 and work with the grade 4 for 12 minutes. The grade 4 and 5 should look for of the words using their dictionaries and writing them on their activity books.
METHODOLOGY	<p>Whole class teaching</p> <p>Group teaching</p> <p>Whole grade teaching</p>



	GRADE 4	GRADE 5	GRADE 6
	ACTIVITY 2	ACTIVITY 2	ACTIVITY 2
	<ul style="list-style-type: none">• Learners seated on mat.• Teacher explains to the learners that people belong to different groups.• Some examples of groups are (at home), or a class and a sports team at school.• Being part of a group gives you a sense of identity and belonging.• The teacher explains that to be an effective member of the group, you need to communicate and co-operate with the other members in your group.	<ul style="list-style-type: none">• Learners seated on mat.• Teacher explains that our Constitution says that children have the right to a safe environment.• The teacher explains to learners that they should never feel afraid in their own environment.• The teacher explains that, many children unfortunately feel unsafe in their homes, schools and communities.• The teacher explains to the learners what violent	<ul style="list-style-type: none">• Learners are seated on mat.• The teacher explains to the learners that South Africa is a society that consists of many different cultures.• Teacher discusses that each culture has its own rites of passage and explains that a passage is a ritual or ceremony that marks important stages in a person's life.• Meaning of each stage;• The teacher explains that most cultures traditionally celebrate the birth of a baby with rituals

	<ul style="list-style-type: none"> • It is important to listen more than you speak in some instances. • This gives everyone a chance to voice out their ideas and opinions. • -The teacher gives them examples: • At school, a learner belongs to a class or grade. • All learners wear the same uniform, which identifies them as being part of the group. • At home learners belong to a family. 	<ul style="list-style-type: none"> situations are. • e.g. when a situation is violent it means that someone in your environment behaves in a way that can cause you physical or emotional harm. For example; • At home: a member of your family physically hurts or injures you. • At school: learners may bully one other, fight with each other, and threaten or hurt others. • They share the same surname as they are part of the same group. 	<ul style="list-style-type: none"> of blessings. • Some cultures introduce the newborn child to the community and give the child a name. • Each culture, however, does so in its own special way. • Teacher gives examples to learners about different culture's personal and social significance. • Xhosa-in this culture, it is traditional not only to bless a new baby, but also to present the child to the ancestors of the family. The family performs a ritual called "imbheleko" to introduce the baby to their ancestors. Some people still
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<p>to help out at home and try to get along with their brothers and sisters.</p>	<p>school and community.</p> <ul style="list-style-type: none">After the end of the 10 minutes the learners are sent back to their seats and asked to do the activity in their workbooks.Sotho- traditionally, family and friends soaked the father with water when the firstborn child is a girl. This ritual symbolises that his daughter would keep herself busy with the traditional female duties like fetching water. If the firstborn was a boy, they would beat the father with the stick. This symbolises that his son would be a warrior.	<p>practice these rituals and ceremonies until today, but some urbanised Xhosa people do not follow the rituals strictly.</p>
<p>ACTIVITY 3</p>	<p>ACTIVITY 3 (Oral)</p> <ul style="list-style-type: none">How do you feel being a member of this class?	<p>ACTIVITY 3</p> <ul style="list-style-type: none">Learners design and make a map of the area where they live, followingLearners should answer the questions below in their workbooks.

<ul style="list-style-type: none"> ● How do you feel about being a member at this school? ● How do you feel about working in groups with other learners doing activities or projects? ● Draw or develop a poster of groups of people working together. 	<p>instructions given.</p> <ul style="list-style-type: none"> ○ (a) Draw a map of the area where you live. Include your home, your school, shops, parks and places where you like to play. ● (b) Identify areas of potentially dangerous and violent situations. Mark them on your map. ● (c) Show your class where these places are and where you feel unsafe. 	<ul style="list-style-type: none"> ■ Write a short paragraph of about 10 lines, explaining the rituals or ceremonies of the birth of the baby you have experienced.
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	<p>where you feel unsafe.</p> <ul style="list-style-type: none"> 3. Tell your class about a personal experience that may have made you feel uncomfortable and unsafe. 	
ASSESSMENT	<ul style="list-style-type: none"> Formal assessment: Test • (consolidation of work done in term 1 and 2) 	<ul style="list-style-type: none"> Formal assessment: Test • (consolidation of work done in term 1 and 2) Formal assessment: Test • (consolidation of work done in term 1 and 2)
INTEGRATION	Language – concept development	
	Science – growth and development	
REFLECTION	Social – how people have developed positive and negative self-images	
	Arts culture – collage, use of colours and textures in art works.	
HOD's Signature		



LESSON 2
PSW: WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES

NAME OF SCHOOL	NAME OF TEACHER			TERM
STUDY AREA	PSW	DURATION	1 hrs	2
METHODS	Whole class teaching Group teaching Group work			
TOPIC	Grade 4: Personal experience of working in a group. (benefits of working in a group. Grade 5: Dealing with violent situations (ways to protect and Avoid oneself) Grade 6: Cultural rites of passage(meaning of each stage)			
RESOURCES	Textbooks, Magazines and Newspapers, Posters , Photo etc.			
CONCEPTS DEVELOPMENT	Death, wedding, funerals, sorrow, cultural rites, threats, co-operation.			
INCLUSIVITY	1. Give extra time for slow learners. 2. Use picture to develop vocabulary.			
TEACHING ACTIVITIES				

WHOLE CLASS ACTIVITY 10 minutes discussion	<ul style="list-style-type: none"> Teacher discusses all concepts with learners mentioned above. Allow learners to give personal meaning to concepts. Write up all concepts on flip chart/ chalkboard. <p>Instructions: Ask learners to:</p> <p>Use dictionaries and find meanings of the words.</p> <p>Grade 5 and 6 choose any 6 words and construct sentence instructions</p>						
NOTE TO TEACHER	<p>2. DECIDE WITH THE GROUP ON THE NOISE LEVEL IS IT GOING TO BE:</p> <ul style="list-style-type: none"> Silent working Whispering Buzz session Classroom talk <p>The teacher should sit with grade 4 and work with the grade 4 for 12 minutes. The grade 4 and 5 should look for of the words using their dictionaries.</p>						
METHODOLOGY	<table border="1"> <tr> <td data-bbox="1356 271 1390 1174">GRADE 4</td> <td data-bbox="1390 271 1399 1174">GRADE 5</td> <td data-bbox="1390 1174 1399 2145">GRADE 6</td> </tr> <tr> <td data-bbox="1356 1174 1390 2145">Small group</td> <td data-bbox="1390 1174 1399 2145">Small group</td> <td data-bbox="1390 2145 1399 2157">Small group</td> </tr> </table>	GRADE 4	GRADE 5	GRADE 6	Small group	Small group	Small group
GRADE 4	GRADE 5	GRADE 6					
Small group	Small group	Small group					

ACTIVITY	ACTIVITY	ACTIVITY
<p>Learners seated on mat.</p> <ul style="list-style-type: none"> Teacher reads the story to learners about “Reading about ways to succeed in working with groups.” 	<p>Learners seated on mat.</p> <ul style="list-style-type: none"> Teacher reads out a passage to learners about ‘Ways to protect self and others from abuse. Teachers tell the learners to listen attentively as she/he reads out the passage. The teacher explains all the new concepts and writes their meanings on the flipchart. 	<p>Learners seated on mat.</p> <ul style="list-style-type: none"> Teacher explains to learners the meaning of baptism. Christians baptise their children with water according to the custom. The parents of the child make a promise to God to raise their child according to Christian values. Some churches only baptise people when they are older or become committed to their religion. They often perform the ceremony in a river, dam or swimming pools.
ACTIVITY	<ul style="list-style-type: none"> Read the following story and then answer the questions that follow. 	<ul style="list-style-type: none"> In your workbooks write the answer to the following questions :

<ul style="list-style-type: none"> • Why do the geese fall out of formation? • What do the geese do to encourage the flock to keep up with the speed of the formation? • Do some geese ever get left behind by the group? Why do think this is so? 	<p>1. In your own words explain what SOS Children's Village do.</p> <p>2. Does the SOS belong to a specific religion or cultural group? Explain your answer.</p> <p>3. In your own opinion what makes these protection agencies and places of safety for children so special?</p> <p>a. Have you ever been baptised or christened? Ask your parents or family member to tell you about the ceremony.</p> <p>b. Have you ever attended a baptism (older people) or christening (babies)? Respond in two sentences.</p>	
Assessment	Formal Assessment: TEST	Formal Assessment: TEST
INTEGRATION REFLECTION	Language – concept development	

HOD's Signature



PSW: WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES

NAME OF SCHOOL	NAME OF TEACHER	TERM 2
STUDY AREA	PSW	DURATION
TOPIC	Grade 4: Personal experience of working in a group.(benefits and challenges of working a group) Grade 5: Dealing with violent situations(responding effectively to violent situations) Grade 6: Cultural rites of passage(Wedding)	
METHODS	Whole class teaching Group teaching Group work	
RESOURCES	Textbooks, Magazines and Newspapers, Posters etc.	
CONCEPTS DEVELOPMENT	Pleasing, benefits, conflicts, feeling, thoughts, rituals, wedding, custom, ceremonies, offerings, safety, protection agencies and shelter.	
INCLUSIVITY	<ul style="list-style-type: none"> • Use pictures and magazines. 	
	TEACHING ACTIVITIES	

<p>WHOLE CLASS ACTIVITY</p> <p>10 minutes discussion</p> <ul style="list-style-type: none"> • Teacher discusses all concepts with learners from above. • Allow learners to give personal meaning to concepts. • Write up all concepts on flip chart. • Instructions: Ask learners to: <p>6 minutes for instructions</p> <p>-Use dictionaries and find meanings of the words.</p> <p>Grade 5 and 6 choose any 5 words and construct sentence</p>	<p>3. DECIDE WITH THE GROUP ON THE NOISE LEVEL IS IT GOING TO BE:</p> <p>Silent working Whispering Buzz session Classroom talk</p> <ul style="list-style-type: none"> • The teacher should sit with grade 4 and work with the grade 4 for 12minutes. The grade 4 and 5 should look for of the words using their dictionaries. 	<table border="1"> <thead> <tr> <th style="text-align: center;">METHODOLOGY</th><th style="text-align: center;">GRADE 4</th><th style="text-align: center;">GRADE 5</th><th style="text-align: center;">GRADE 6</th></tr> </thead> <tbody> <tr> <td style="text-align: center;">ACTIVITY</td><td style="text-align: center;">Small group</td><td style="text-align: center;">Small group</td><td style="text-align: center;">Small group</td></tr> <tr> <td style="text-align: center;">Learners seated on mat.</td><td style="text-align: center;">Learners seated on mat.</td><td style="text-align: center;">Learners seated on mat.</td><td style="text-align: center;">Learners are seated on mat.</td></tr> <tr> <td style="text-align: center;">• What are benefits of working as a group?</td><td style="text-align: center;">• Teacher tells learners they need to know how</td><td style="text-align: center;">• Teacher asks learners if they</td><td style="text-align: center;">• Teacher asks learners if they</td></tr> </tbody> </table>	METHODOLOGY	GRADE 4	GRADE 5	GRADE 6	ACTIVITY	Small group	Small group	Small group	Learners seated on mat.	Learners seated on mat.	Learners seated on mat.	Learners are seated on mat.	• What are benefits of working as a group?	• Teacher tells learners they need to know how	• Teacher asks learners if they	• Teacher asks learners if they
METHODOLOGY	GRADE 4	GRADE 5	GRADE 6															
ACTIVITY	Small group	Small group	Small group															
Learners seated on mat.	Learners seated on mat.	Learners seated on mat.	Learners are seated on mat.															
• What are benefits of working as a group?	• Teacher tells learners they need to know how	• Teacher asks learners if they	• Teacher asks learners if they															

	<ul style="list-style-type: none"> Learners give their answers and the teacher give them the following benefits: <ul style="list-style-type: none"> -it teaches us to show kindness to and respect for others. -communicate our thoughts and our feelings. -develop team spirit -resolve conflicts. -Collaborative team work -Improve listening skills -Sharing ideas 	<ul style="list-style-type: none"> to respond effectively to violent situations at school, home and in their community. Teacher gives learners tips on how to become assertive. Listen to your feelings, if you have an uncomfortable feeling about a person or place, stay away. Always walk in pairs. Teacher asks the learners to give the challenges of working in a group. After listening to their responses teacher gives them the 	<ul style="list-style-type: none"> have attended any wedding. The teacher then tells the learners that a wedding is the ceremony during which two people are united in marriage. Wedding traditions and customs differ among cultures and religions. Most wedding ceremonies have an exchange of promises and vows by the couple, a presentation of a gift, for example a dowry/lobola, rings a symbolic item, flower or money. Tell people where you are going. Teacher gives learners There is usually a public announcement of marriage
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following reasons.	information of places where they can find help.	by a religious leader or legal officer.	

○ sometimes group work can be challenging as not all members of a group are able to work together.

- group members must always listen to one another.
- do what is expected of them
- respect other member's strengths and weaknesses.

● e.g. protection agencies are organisations that focus on protecting children and their rights, e.g.

- Child Welfare South Africa(CWSA) – report neglect or abuse 08614

● People wear special clothes and they hold a celebration before and or after the ceremony.

- Places of safety
- A place of safety is a shelter for children who have been abandoned or abused. Some places of safety even take in and protect both the parents and their

	<p>children. An example of a place of safety is Nazareth House, and others around South Africa</p> <ul style="list-style-type: none"> ● Child line – 08000055555 ● SAPS crime stop-086 00 10111 ● SAPS-10111 ● FAMSA ● Lifeline 	
ACTIVITY	<p>ACTIVITY</p> <ul style="list-style-type: none"> ● Read the statements below and write whether it is a positive or negative example of group work. <p>(a) Michael shouted at</p>	<p>ACTIVITY</p> <ul style="list-style-type: none"> ● Think of a time when you felt uncomfortable around someone or a place. Write two paragraphs on how you felt and what <ul style="list-style-type: none"> ● Work in groups of five and write a paragraph of five to six lines about one of the following: <ul style="list-style-type: none"> ● Zulu wedding ● Islamic wedding

	<p>Nomusa because she interrupted him during the group discussion.</p> <p>(b) Mr Singh rewarded the group with an early break for completing their work.</p> <p>(c) Roy spent extra time investigating the group's topic for homework.</p> <p>(d) Natalie did not listen to teacher's instructions.</p> <p>(e) Sipho wasted time teasing other learners in his group.</p>	<p>-Hindu wedding -Western wedding Answer the following questions in your workbooks:</p>	
			<p>Make a booklet and write all the important numbers you need should you need any help.</p>

INTEGRATION	Language – concept development Science – growth and development Social – how people have developed positive and negative self-images
ASSESSMENT	Informal assessment: Written work and oral presentations Informal Assessment: Oral Presentation. The report back by the groups should show an understand the concept “Positive self-concept”
INTEGRATION	Language – concept development
REFLECTION:	
HOD's Signature	



WORKSHEET

ACTIVITY 1

CASE STUDY: Grade 4

On Monday, Nadine's, teacher Mrs Nene, divided the class into groups of four. She told the learners to go outside with the piece of paper and a crayon, find a leaf on the tree and make a tracing of the leaf on the paper. Nadine was unhappy as her best friend, Sheila and Samuel, were not in her group. She lost interest in the group activity and did not listen to her teacher's instructions. She took a book and a pen outside and walked slowly behind her group. The learners in Nadine's group were irritated with her and they began calling her names.

ACTIVITY 1

CASE STUDY: GRADE 5

Read the Case Study and answer the questions that follow:

Dumisani often takes a shortcut through the park when he walks to school. He always feels uncomfortable and keeps looking over his shoulder when walking through the park. He heard about a boy at his school that was robbed at knifepoint of his watch, his shoes and schoolbag a few weeks ago. He often sees adults lying around in the park, drinking alcohol.

- (a) Draw a map of the area where you live. Include your home, your school, shops, parks and places where you like to play.
- (b) Identify potentially dangerous and violent areas. Mark them on your map. (c) Show your class where these places are and where you feel unsafe.
2. As a class, make a list of all the areas where you feel unsafe.
3. Tell your class about a personal experience that may have made you feel uncomfortable and unsafe.

ACTIVITY 2

PASSAGE: GRADE 4

Read the following story and then answer the questions below:

As the geese take flight from the Canadian shoreline, they lift off in a squawking frenzy. Yet in a matter of seconds, a line begins to emerge from a brown feathers. This line strengthens, and then bends sharply to form a V- shape. Geese fly in a V- formation so that they can move faster and maintain flight longer than a single goose flying alone.

Whenever a goose falls out of formation, he suddenly feels the drag of flying alone and he quickly gets back into the formation so that he can feel lifting power of the bird immediately in front.

When the lead goose gets tired, he rotates and another goose takes the lead, all the geese honk from behind to encourage those up in front to keep their speed. Finally, when a goose gets sick, or is tired, and falls out of formation, two geese fall out of formation and follow him down to help and protect him.



Name of school	Dates	TERM 2
Grade	PSW	Duration
Study Area		
Resources		
Textbook, newspaper articles, books on bullying, posters on the forms of abuse, books on abuse.		
Gr. 4 Bullying: how to protect self from acts of bullying; examples of acts of bullying <ul style="list-style-type: none"> Appropriate responses to bullying; where to find help Weekly reading by learners: reading for enjoyment; reading about appropriate responses to bullying. 		
Gr. 5 Child abuse: different forms of child abuse; physical and emotional <ul style="list-style-type: none"> Effects of abuse on personal health Strategies to deal with abuse Where to get help and report abuse Reading skills: reading with understanding and using a dictionary; reading about ways to protect self and others from abuse; recall and relate. 		
Gr. 6 Bullying: reasons for bullying, getting out of the bullying <p>Habit: where to find help</p> <ul style="list-style-type: none"> Reading skills: reading with understanding and fluency; reading about how to get out of the habit of bullying; interpret/explain and relate what has been studied. 		
Concept bullying, abuse (physical abuse, emotional abuse), effects, strategy, appropriate response, report,		

development	personal health.			
Inclusivity	<p>Allow more time for those learners who are struggling to read.</p> <p>Hyperactive learners are given more work to do.</p> <p>Learners who are shy can develop a poster and talk about it.</p>			
	<p>WHOLE CLASS TEACHING</p> <ul style="list-style-type: none"> • Introduce each topic to the class. • Introduce concepts as identified by learners to the class. • Write concepts on chart paper. • Ask all learners to use their dictionaries to find the meanings of the words identified as concepts. • Learners may also write meaningful sentences using these concepts relating to the topic. 			
	<p>GROUP TEACHING</p>			
Topic	<p>Gr. 4: Bullying; how to protect self from acts of bullying.</p> <p>Appropriate ways to combat bullying; where to find help.</p> <p>Weekly reading by learners; reading for enjoyment; reading about appropriate ways to combat bullying.</p>	<p>Gr. 5: Child abuse; different forms of child abuse; physical and emotional.</p> <p>Effects of abuse on personal health.</p> <p>Strategies to deal with abuse.</p> <p>Where to get help and report abuse.</p>	<p>Gr. 6: Reasons for bullying, getting out of the bullying habits; where to find help.</p> <p>Reading skills: reading with understanding and fluency; reading about how to get out of the habit of bullying; interpret/explain and relate what has been studied.</p>	<p>Reading skills: reading with understanding and using a dictionary; reading about ways</p>

			to protect self and others from abuse; recall and relate.
Methodology	Grade teaching	Grade teaching	Grade teaching
Week1	<p>Learners observe the picture distributed by the teacher and mention what takes place in the picture.</p> <p>The teacher explains bullying and gives examples.</p> <p>The teacher gives learners an activity about the experiences of bullied learners.</p> <p>Learners work in groups to identify experiences they have had concerning bullying.</p>	<p>Learners observes a picture and identify different forms of abuse.</p> <p>The teacher explains the types of abuse (emotional/physical abuse).</p> <p>Learners give their experiences on how abuse affects their personal experiences.</p>	<p>Learners read a short story about bullying; they underline new words to enrich their vocabulary with the help of dictionaries.</p> <p>They answer the questions based on the story.</p>



	<p>(sentences).</p> <p>Learners read a short story about child abuse and learn new words to enrich their vocabulary with the help of dictionaries.</p>	<p>Learners read an extract about bullying.</p> <p>They highlight new words to enrich their vocabulary.</p> <p>They summarise the story and answer the questions based on the extract.</p>
Week 3	<p>Learners work in groups to discuss how they can deal/avoid bullying.</p>	<p>In groups learners work on strategies to deal with abuse; the educator assists them and refers learners to where they can get help (homework – they research places where one can get help and report abuse).</p>

Assessment Task

Grade 4

How Abel stopped bullying Alex

Alex was always afraid of Abel. Every day, Abel took Alex's lunch and pushed him around. Alex tried to keep out of Abel's way during break, but Abel always came looking for him. He said that if Alex ever told anyone, he would beat him up in front of all the other kids in his class. Alex even cried one day. One of the girls saw him and told the rest of the class that he was a baby because he had been crying.

Alex was embarrassed and felt bad about himself and about school. He told his mother in the mornings that he felt too sick to go to school, but she made him go anyway.

Finally, Alex told his teacher. On the playground the next day, the teacher caught Abel threatening Alex and they were both sent to the principal's office. Abel got into a lot of trouble at school and at home.

The principal told the whole school at assembly that they must always report bullying to a teacher or parent. She also said that bullies did not like anyone to know what they were doing. So if you tell someone about a bully there is a good chance the bullying will stop.

Abel learned how to make friends and to stop bullying other kids. Alex wanted to be friends with Abel but he did learn to act tougher and more confidently around Abel.

Source: OXFORD Head start

Activity

1. Why was Alex afraid of Abel?
2. Was the bullying Alex's fault? Explain why.
3. What made Abel stop bullying Alex?
4. Would you have been afraid of Abel too?
5. Find one person in the story, apart from Abel, that made life harder for Alex, and find one person in the story who helped Alex.
6. How can you help someone who is bullied?

Grade 5 Assessment task



Lebo lives on a farm. Her family is very poor. The farmer says Lebo must work. He beats the children if they are slow. Lebo cries because there is too much dust while she is working on the farm and she can't go to school. Lebo's mother is angry. She says Lebo is twelve so she must help earn money.

The farmer only pays Lebo's father low wages and Lebo doesn't get any. Lebo is hurting. She has no gloves to work with and the plants cut her hands. Lebo's house is falling apart. There is no electricity or water. Lebo must walk a long way after work. Lebo is ill because of the dust. But the clinic is too far away.

Answer the following questions:

1. Do you think Lebo is being abused?
2. What can Lebo do to help herself?
3. What would you do if you were in Lebo's shoes?

Grade 6 Assessment

How Thembi realised that she is a bully

The following is an entry from Thembi's diary that tells us what happened on the fifth day of school when she was called to the headmistress's office for bullying

Dear Diary

Today I feel terrible. I have been sitting in my room since the school day ended, not knowing what to do. I feel so embarrassed, upset and ashamed of my behaviour. I can only imagine what the headmistress and teachers must think of me. But let me stop feeling sorry for myself and tell you what happened.

I was called to the headmistress's office today; at first I was shocked because I had never been asked to go to the office. I scanned my memory, trying to think of a reason for being called to her office. I always do my homework and study for my tests. I could not imagine why on earth she would want to speak to me.

Then suddenly it came to me. Could it be? Could this have something to do with the letter I wrote to Joyce?

Mrs Radebe asked me to sit down and presented a letter to me. I recognised my own handwriting and realised that I was correct .The letter she held in her hand was the letter I

wrote to Joyce. How did this land up on Mrs Radebe's desk? This letter was personal, and only meant for Joyce's eyes.

Mrs Radebe looked upset, and asked me to explain. I looked down and stared at my shoes. I was too embarrassed to say anything. "Mrs Radebe," I finally tried to explain, "I did not want her to steal my friends". Mrs Radebe looked confused: "Is that why you called her names and wrote nasty comments about her in this letter?" I tried to explain to Mrs Radebe that I seldom talked to her.

Mrs Radebe finally replied: "Thembi, this is called bullying. If you call someone names, say or write nasty things about them, leave them out of activities and do not talk to them on purpose, it is called bullying". Her words shocked me. "Mrs Radebe, I am not a bully," I said in an embarrassed tone. "I just didn't want her to steal my friends," I was almost whispering now of shame. "Bullies threaten people, hit them and make them to do things they do not want to do. I will never do that."

"Thembi," Mrs Radebe replied, "bullying takes on different forms, but it has the same harmful causes. Bullying can make learners feel lonely, unhappy, frightened and unsafe, and causes them to think that there must be something wrong with them. Learners who are being bullied often have tummy aches, nightmares and do not want to go to school. That is how Joyce is feeling at this moment. If bullying continues, the person who is bullied can lose their self-confidence."

I hung my head in shame. I never realised how much harm I had caused. "I promise never to do it again. I also want to talk to Joyce and apologise to her for hurting her."

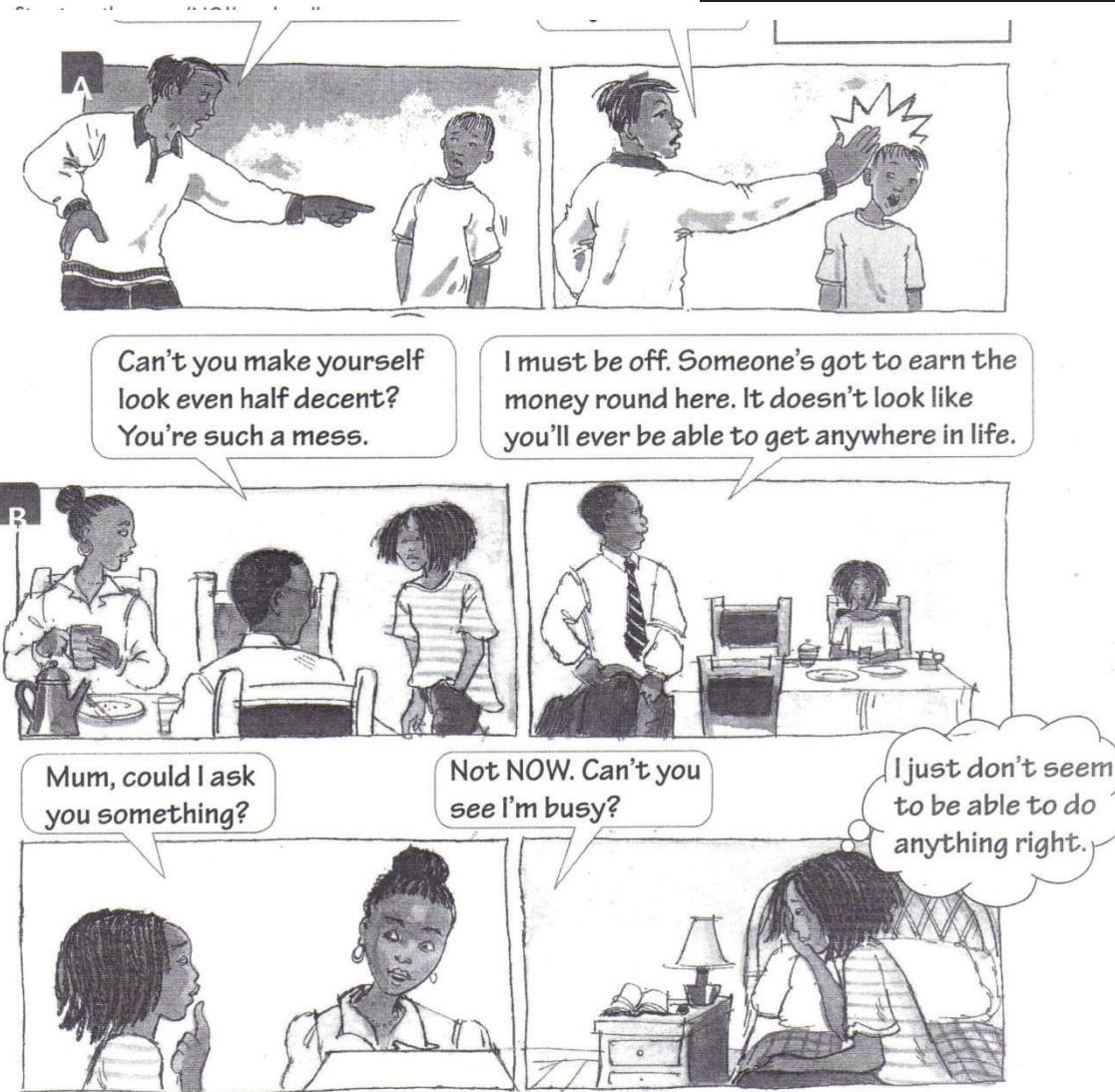
1. Write a summary of about one paragraph on what happens in the story.
2. Why do you think Thembi bullied Joyce?
3. Name the negative effects caused by bullying.
4. Do you think Thembi can get out of the habit of bullying?
5. What advice could you give Thembi about getting out of the habit of bullying?



Grade 4 picture they observe



Grade 5 picture they observe





FORMAL ASSESSMENT

TERM 2 EXEMPLAR FORMAL ASSESSMENT GRADE 6

LIFE SKILLS

GRADE 6

JUNE

Duration: 1 hour

Marks: 30

Please complete the following:

LEARNER'S NAME	LEARNER'S SURNAME
----------------	-------------------

QUESTION 1 MULTIPLE-CHOICE QUESTION

Three options are provided as possible answers to the following questions. Each question has only ONE correct answer.

Write only the letter (**A-C**) next to the question number (**1.1 – 1.4**) in the provided spaces.

- 1.1 Body changes in children take place during
 - A. peer pressure.
 - B. puberty.
 - C. self-esteem.

- 1.2 When you prioritise your responsibilities you.....
 - A. do what is easy first.
 - B. do what is not important first.
 - C. do what is important first.

- 1.3 Mediation skill is.....
 - A. being able to resolve conflict without taking sides (good listener).
 - B. keeping quiet when people are fighting.
 - C. taking sides when solving conflict/problems.

- 1.4 Which religions teach their followers the value of helping others and doing good deeds?
 - A. Christianity, Judaism and African traditional
 - B. Christianity, Hinduism and Islam
 - C. All religions

(1X4=4)

Question 2

State whether the following statements are True or False. Write only “true “or “false” in the provided spaces.

1.	Although different religions have different beliefs and practices, most of them teach their followers the value of human dignity.	
2.	Your self-esteem is important to you and others	
3.	Bullies do not care or understand how another person feels.	
4.	Being a good listener is a very important peace- keeping skill.	
5.	If you have bad self-management skills you are likely to find yourself in trouble often.	

(1X5=5)

Question 3

**Choose the correct sentence from COLUMN B that matches the word in COLUMN A.
Write only the letter (A-D) next to the question number (3.1 – 3.5)**

	Column A		Column B
3.1.	Baptism	A	Friends trying to persuade you to do things that you don't want to do
3.2.	Imbheleko	B	Things that you are good at or able to do
3.3.	Abilities	C	A symbol of purification and admission to the Christian church
3.4.	Peer pressure	D	Islamic temple
3.5.	Mosque	E	A Xhosa ritual to introduce the baby to her / his ancestors

(1X5 =

3.1		3.2		3.3		3.4		3.5	
-----	--	-----	--	-----	--	-----	--	-----	--

5)

SECTION A TOTAL: 14

SECTION 2

Rites of passage are important events that happen at different stages in our lives. Most cultures and religions have ceremonies and rituals that remind the community of the importance of each stage and these allow families and friends to celebrate or mourn the stage.

4.1 Explain the **meaning** and **social significance** of each life stage in the following cultures:

CULTURE	STAGE	MEANING AND SOCIAL SIGNIFICANCE
Judaism	Marriage	
Christianity	Baptism	
African Tradition	Birth	

(2X3=6)

Question 5

Read the following story about Dintle Sibiya and then answer the questions.



Dintle Sibiya is 12 years old and attends Crestview Primary in Durban. She is in grade six and is struggling. She lives with her aunt as her parents work in Johannesburg. Her aunt has three children who are jealous of Dintle. Dintle does a lot of the chores at home. If she does not do this the other children are horrible to her and blame her for things she hasn't done.

Dintle has put on some weight and the girls at school are teasing her about it and making nasty remarks. She is starting to feel left out and that she has no friends. Most of her "friends" eat very little as part of their diet. She spends a lot of time looking at magazines and wishing that she looked like the models in the magazines. She loves the magazines and dreams about working for a fashion magazine when she leaves school. She writes well and spends a lot of time drawing different fashion designs.

1. How old is Dintle and in what grade is she at school?

(2)

.....

.....

2. Explain why things are difficult for Dintle at home.

(3)

.....

.....

3. What advice would you give Dintle to improve her situation at home?

(2)

.....

.....

4. What do you think are Dintle's interests and abilities?

(2)

.....

.....

5. What do you call the situation when girls are teasing and being nasty to Dintle?

(1)

.....

(1)
0)

SECTION B TOTAL: 16

MEMORANDUM

GRADE 6

June
MARKS:

30

Question 1

- 1.1 C ✓
- 1.2 B ✓
- 1.3 A ✓
- 1.4 C ✓

(1x4
=4)

Question 2

- 1. True ✓
- 2. False ✓
- 3. True ✓
- 4. True ✓
- 5. True ✓

(1x5
=5)

Question 3

- 1.1 C ✓
- 1.2 E ✓
- 1.3 B ✓
- 1.4 A ✓
- 1.5 D ✓

(1x5
=5)

Section 2



Question 1

CULTURE	STAGE	MEANING AND SOCIAL SIGNIFICANCE
Judaism	Marriage	Marriage is a holy promise that is bound by a contract in the sight of God. Its purpose is to start a new family to continue the Jewish nation. The husband and wife are equal in marriage but they have different roles. The man must study the Torah and provide for and protect the family. The woman must keep the home, raise the children and teach them about the Jewish faith and way of life. ✓✓ (Any other correct explanations discussed in class)
Christianity	Baptism	In some Christian churches, babies are baptized so that they can belong to their faith from the start of their life. Baptism ensures that the baby or adult becomes part of the Christian community and also symbolises the washing away of sins. The minister asks the baby's parents to promise that they will bring the child up according to the Christian religion. ✓✓ (Any other correct explanations discussed in class)
African Tradition	Birth	It is a special day when a baby is born. The family and community hold special ceremonies to welcome the new baby into their midst. Families and friends want what is best for the baby. They follow the rituals of their culture so that they give the baby the best start in life. This may be a ritual that connects the baby with her / his ancestors or it may be a special prayer asking for blessings and protection. Families think carefully about the baby's name – often the baby is named after a special person or something important that happened when the baby was born. ✓✓ (Any other correct explanations discussed in class)

(2x3= 6)

Question 2

1. She is 12 years and in Grade 6 √√
- (2)
2. She lives with her aunt, her parents work in Johannesburg; she does a lot of the chores at home
and her cousins are nasty to her. √√√
- (3)
3. She should speak to her aunt, parents and or a teacher and tell them how she feels. √√ (2)
4. Her interests are fashion, drawing and designing clothes and her abilities are writing well. √√
- (2)
5. Bullying √
- (1)

(10)

TERM 3

LESSON 1 PSW -GRADE 4-6 LESSON



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

NAME OF SCHOOL				TERM 3
GRADE	4 – 5- 6			
STUDY AREA	PSW	DURATION	3 hrs	
RESOURCES		Magazines, textbooks, case studies, pictures		
TOPIC: GRADE 4: DANGERS IN AND AROUND WATER: At home and public swimming pools and in rivers and dams.				
GRADE 5: WATER AS AN IMPORTANT BASIC NEED: Importance of water				
GRADE 6: NATION BUILDING AND CULTURAL HERITAGE: Definition of concepts, How cultural heritage unifies The nation: national symbols, national days.				
CONTENT:				
GR 4 - responsible safety measures in and around water. - Weekly reading by learners: Reading for enjoyment. Reading about dangers in and around Water				
GR 5 – Different ways of saving water				
<ul style="list-style-type: none"> - Different ways of protecting the quality of water - Reading skills: Reading with understanding and using a dictionary Reading about the importance of water and how to save and protect the quality of water: recall and relate. 				
GR 6 - National symbols such as a flag, anthem, code of arms, etc				
<ul style="list-style-type: none"> - Celebrating national days: Human Rights Day, Freedom day, Heritage Day, Reconciliation Day, Children's Day, Women's Day, Africa Day, Mandela Day. - Reading skills: reading with understanding and fluency Reading about national-building and 				

Cultural heritage: interpret/explain and relate what has been studied.

CONCEPTS DEVELOPMENT	Danger, public swimming, responsibility, safety measures, basic needs, nation building, cultural heritage, Democracy, national symbols, national days.
INCLUSIVITY	Use posters and pictures.
METHODOLOGY	Grade teaching Group teaching

NOTES TO THE TEACHER

4. DECIDE WITH THE GROUP ON THE NOISE LEVEL FOR EXAMPLE :

Silent working group

Whispering group

Buzz group

Classroom talk

WHOLE CLASS ACTIVITY

- The teacher explains all the concepts with the learners
- Asks learners to look for difficult words in the dictionary and write them down in their workbooks.

(What will the teacher do?)	TEACHING ACTIVITIES	GRADE 4	GRADE 5	GRADE 6
<ul style="list-style-type: none"> The teacher reads the water wise poem or case study with the learners to show the importance of water. 	<p>POEM (Source: Via Afrika: Learners' book pg:116 Water is wonderful, water is fun Water is cleansing and cooling in the sun! But 'watch that water! ' says the Wizzle Who is the Wizzle? Wizzle is a water drop He is brave and smart and true. Let's all listen to Wizzle One day he may save you. You ask 'How can water drop save lives?</p> <ul style="list-style-type: none"> The teacher asks learners the importance of water and how to keep it clean. 	<ul style="list-style-type: none"> The teacher asks learners the importance of water and how to keep it clean. 	<ul style="list-style-type: none"> The teacher asks learners to name national symbols they know. The teacher provides learners with calendars and asks them to identify national days in the calendar. 	<ul style="list-style-type: none"> The teacher and the learners discuss ways of saving water e.g... Placing buckets under leaking taps, shower instead of bath, Don't let the tap run while washing your face or brushing your teeth, never leave taps open etc. The teacher gives a learner a case study and they answer questions. <p>Case study (Source: Platinum: Life Skills Gr 6 Learners' Book pg:118)</p> <ul style="list-style-type: none"> Learners read with understanding using a dictionary, the

<p>Its Wizzle's stories..... they are water wise!</p> <ul style="list-style-type: none"> The learners discuss the dangers in and around water at <u>home</u>: e.g. keeping electricity far from water, never to leave buckets/baths of water unattended, to always empty the tub after bath etc. 	<p>importance of water and how to save and protect the quality of water. They need to recall and relate to what they have read.</p> <p>Activity 1</p> <ol style="list-style-type: none"> What are you favourite things to do with water? Think about how you use water in your home. Which activities do you think use most water in your home? 	<p>Rivers and dams: e.g... Always wear a life jacket when in a boat, you may never know how deep the river or dam is so avoid getting into water unsupervised etc.</p> <ul style="list-style-type: none"> Pool: e.g. Avoid pushing others into the pool, Walk slowly 	<p>Democracy in SA was established on the 27th of April 1994. All citizens were declared to be equal before the law, unlike the apartheid and colonial times. During the colonial times people had to leave their land taken from them and had to pay taxes to the colonial government. During apartheid times, the government created areas called homelands for black South Africans to live separately from white South Africans.</p> <p>The arrival of democracy created harmony, trust and unity. The country's first president, Nelson Mandela made a great effort to build the nation by embracing and</p> <p>Activity 2</p> <ol style="list-style-type: none"> List all the ways you use water in your home. Write down one change you will make to start saving water
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<p>around the pool to avoid slipping etc.</p> <ul style="list-style-type: none"> The teacher asks learners safety measures in and around water, e.g. <u>Dams & Rivers</u> Read and obey signs that warn of danger, Be careful in rivers even if the water looks calm etc 	<p>3. National water week is the third week in March each year. What can you plan for that week to make people aware of how precious water is?</p> <p>Activity 1 Learners discuss the questions in groups</p> <ol style="list-style-type: none"> What do you know about nelson Mandela? How did Mandela change the story of our country? What is it about him that made people love him as much as a leader? If you could meet him and ask him one question, what would it be? <p>Activity 2</p> <ul style="list-style-type: none"> The teacher gives each learner a copy of the national anthem for the learners to learn and sing it. If they sing without reading it, they are
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Africa pg 120)

- Learners read for enjoyment from their textbooks about the dangers in and around water.

ACTIVITY 1

In your book, draw the shape of a droplet and write your own water poem inside the droplet.

officially nation builders.

- The learners work in pairs and discuss the following questions:
 1. How does the anthem help to unify the nation?
 2. Why do you think they included part of Die stem in our anthem?

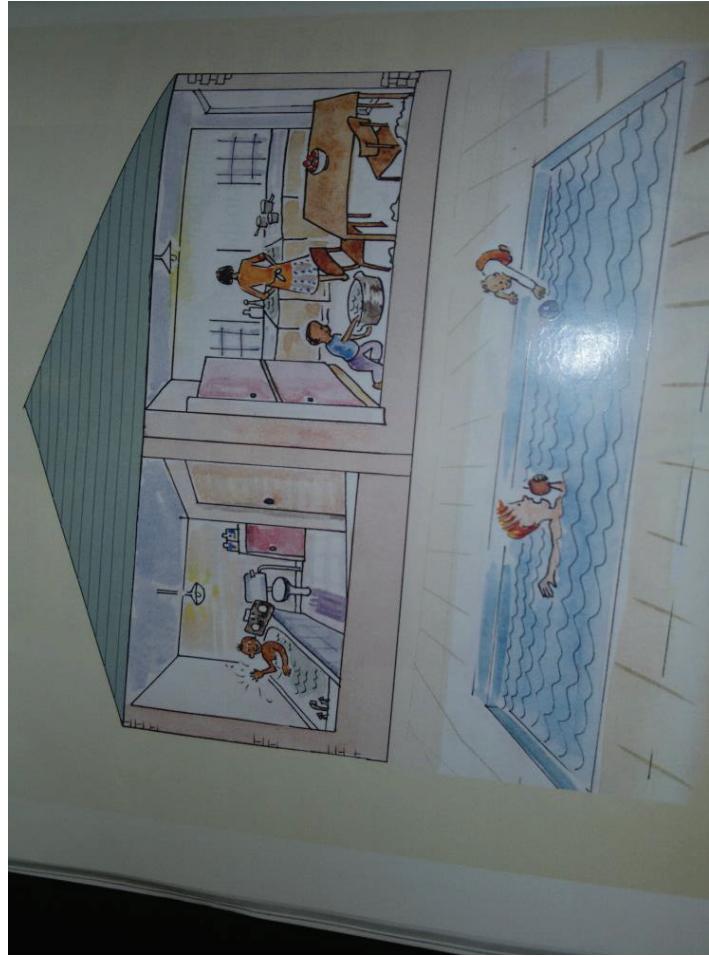
-The teacher then explain to learners the SA Flag, the Coat of Arms and the National days e.g. Human rights day, Youth day, Freedom day, Heritage day, Mandela day, Day of Reconciliation, Workers day, National Women's day etc.

 - Learners read with understanding and

		fluency reading about nation-building and cultural heritage. Learners need to explain/interpret and relate what has been studied.
GROUP TEACHING / GROUP WORK		
Note to the teacher		
		1. Make sure all learners are fully engaged in their WHOLE CLASS ACTIVITY.
		2. Once the lesson is done ask these learners to start their class activity which you have given them at the end of the group teaching lesson. They should stop with the Work for All and begin with the taught lesson activity

ASSESSMENT	Informal	Formal	TOOLS	Learners continue with the project
INTEGRATION				

- ACTIVITY 2**
1. Using what you have learnt from Wizzle and your teacher, try to find the water dangers that are shown in the picture



(Via Africa pg 120)

2. Talk about responsible safety measures that we should take in these situations.
3. In your exercise book, choose three dangers that you see and say what could happen.
4. Write a safety measure for each of the three dangers that you have chosen.

ACTIVITY 3

In your exercise books, draw the shape of a water droplet and write your own poem inside the droplet.



ACTIVITY SHEET

Write your poem inside the water droplet.

LESSON 2: PSW: MULTI-GRADE LESSON



NAME OF SCHOOL	NAME OF TEACHER			DATES
STUDY AREA	PSW	DURATION	4:30 hrs. (3 weeks)	
TOPIC	SOCIAL RESPONSIBILITY			
	Grade 4: Cultures and moral lessons; cultural groups in South Africa.			
	Grade 5: Festivals and customs from a variety of religions in South Africa.			
	Grade 6: Caring for animals; acts of cruelty to animals.			
CONTENT	<p>Grade 4:</p> <ul style="list-style-type: none"> • Cultural groups in South Africa • Menus from different cultures in South Africa • Moral lessons selected from the narratives of cultural groups in South Africa. <p>Grade 5:</p> <ul style="list-style-type: none"> ▪ Weekly reading by learners: reading for enjoyment; reading about moral lessons found in narratives of different cultures. <p>Grade 6</p> <ul style="list-style-type: none"> • Acts of cruelty to animals • Taking care of and protecting animals • Places of safety for animals. <p>Caring for animals:</p> <ul style="list-style-type: none"> • Acts of cruelty to animals • Taking care of and protecting animals • Places of safety for animals. 			

	<ul style="list-style-type: none"> • Reading skills: reading with understanding and fluency; reading about ways of taking care of animals and places of safety for animals; interpret/explain and relate what has been studied.
METHODS	<p>Whole class teaching Group teaching Group work.</p>
RESOURCES	<p>Textbooks, magazines and newspapers, posters etc.</p>
CONCEPTS DEVELOPMENT	<p>Culture, menus, morals, festivals, customs, religions, care, cruelty, protect, safety.</p>
INCLUSIVITY	<ul style="list-style-type: none"> • Use pictures and magazines. <p>(Add more material based on your learners' needs.)</p>
	TEACHING ACTIVITIES
WHOLE CLASS ACTIVITY Introduction	<ul style="list-style-type: none"> • The teacher explains the concepts mentioned above with learners . <p>Instructions: ask learners to:</p> <ul style="list-style-type: none"> • Give examples of the concepts. • Paste pictures of concepts on the flip charts.
NOTE TO TEACHER	<p>5. DECIDE WITH THE GROUP WHAT THE NOISE LEVEL WILL BE:</p> <p>Silent work Buzz session Classroom talk.</p> <ul style="list-style-type: none"> • The teacher should spend 30 minutes with each grade, while the other grades are assisted by peer tutors.

METHODOLOGY	GRADE 4	GRADE 5	GRADE 6
	Small groups	Small groups	Small groups
	<ul style="list-style-type: none"> Learners are seated in their learning space. 	<p>Learners are seated in their learning space</p> <ul style="list-style-type: none"> The teacher gives examples of festivals and customs from a variety of religions, e.g. the Jewish religion that includes Rosh Ha 'Shannah, Fasting, Passover, Yom Kippur and Hanukkah. The Christian religion includes Baptism, Confirmation, weddings, birth, initiation and death. Other religions that may be referred to are Bahai, African traditional, Buddhist, Hindu, Islam etc. <ul style="list-style-type: none"> At the end of 30 minutes the teacher asks learners to begin with the reading for enjoyment activity from their textbooks on moral lessons found in narratives of different cultures. The learners are assisted by the peer tutor. 	<p>Learners are seated in their learning space.</p> <ul style="list-style-type: none"> The teacher starts by asking learners to name the types of pets and how they take care of them. The teacher explains the two types of animal cruelty, i.e.: <ul style="list-style-type: none"> Neglect – people do not provide for their animals' most basic needs like food, shade, water and veterinary care. <p>-Intentional cruelty is when a person hurts an animal on purpose, like beating, torture, poisoning or killing.</p> <ul style="list-style-type: none"> The teacher discusses the meaning of SPCA to learners (Society for the Prevention of Cruelty to Animals). She displays the chart that illustrates At the end of 30 minutes the teacher asks the learners to read with understanding from



	<p>their worksheet about festivals and customs of different religions and to use dictionaries to find the meaning of words.</p> <ul style="list-style-type: none"> At the end of 30 minutes the teacher asks the learners to read with understanding and fluency from their textbooks about ways of taking care of animals, and places of safety for animals. 	<ul style="list-style-type: none"> Learners answer questions based on their reading. “Fathima celebrates Eid.” 	<ul style="list-style-type: none"> Learners interpret and explain what they have read.
ACTIVITY (Informal)	<ul style="list-style-type: none"> Learners cut and paste from newspapers and magazines – they choose at least 5 cultural groups and include names, menus, celebrations and sport events for each group. 	<ul style="list-style-type: none"> STAGE 1: Identify the harmful and fire-risk products at home and bring pictures to class (for the next lesson). 	<p>STAGE 1: Look for the meaning of the following words to be used in the next lesson:</p> <p>Unique, harmony, tolerance, aggressive, passive, assertive and kindness.</p>
ASSESSMENT (project)	<p>STAGE 1: Research and collect data on major religions in South Africa, and find information on their clothing, worship symbols and architecture.</p>		

INTEGRATION	Language – concept development Social Sciences (history) – heritage and different religions Creative Arts (within) – values and customs Life Orientation – a healthy environment.
HOD's Signature	



ACTIVITY SHEET

GRADE 5: FESTIVALS AND CUSTOMS

Festivals and customs (Oxford Successful Life Skills Learner's Book Gr. 5 pp: 69-71).

There are a variety of festivals and customs in South Africa. People belong to a variety of religions as well. Each religion has festivals and customs: for example, a festival in the Christian religion is Christmas.

Activity: What are the festivals in your religion?

FESTIVALS

A religious festival celebrates an important event in that religion. Let us look at examples of different religions.

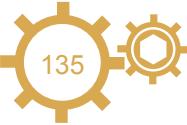
EASTER

Easter is an important Christian festival. It usually takes place in March or April. Good Friday is when Jesus is believed to have died on the cross. Easter Sunday celebrates Jesus' rising from the dead, so it is a happy day for Christians. Children enjoy looking for chocolate eggs hidden away by the "Easter Bunny."

ROSH HASHANAH

*Rosh Hashanah is the Jewish New Year, which falls in the month of September or October. It is a time for all Jews to think about the past and how to be a better person in the coming year. The ram's horn, or *shofar*, is blown at all the synagogue services. During Rosh Hashanah, Jews eat apples and honey that symbolise a sweet new beginning in the New Year. Special round bread is a symbol for a well-rounded year.*

DIWALI



Diwali is a Hindu festival that is also called the *festival of lights* as people decorate their homes with hundreds of lights and they let off fireworks. The festival takes place in October or November. Hindus are meant to ask for forgiveness for their wrongdoings and to think of others. During Diwali, Hindus wear new clothes and exchange sweets and gifts with family and friends.

CUSTOMS

A custom is a regular activity which can form part of a religion.

BAPTISM

Some Christian churches baptise babies. When a baby is baptised or christened, the minister sprinkles **holy water** (water that has been blessed by prayer) on the baby's head and makes the sign of the cross. This is a sign that the baby is now part of the Christian community. Other Christian churches baptise adults.

INITIATION

When African boys are about 16 years old, they can be initiated. This is a custom where boys become men. The main event during the initiation period is circumcision. This is done by the *incibi*. He uses a sacred cutting instrument to cut away the foreskin of the penis. The elders advise the initiates about all their grown-up responsibilities.

HAJJ

Hajj is an important custom in Islam. It is the pilgrimage to Makkah that all Muslims try to make at least once in their lifetime. A pilgrimage is a journey to a holy place. When the pilgrims arrive in Makkah, they walk seven

times around the Black Stone, a symbol and focus for prayers. Wherever they are in the world, Muslims face east towards Makkah when they pray.

READ

Ramadan
they

Fathima celebrates Eid ul-Fitr

Last night, we saw the new moon which means Ramadan has ended. Fasting has been difficult this year because it has been very hot and it has been exam time at school. This morning I got up before sunrise, had a bath and put on my new Eid clothes. Then I went to the mosque with my family to pray. After mosque, everyone gave food to the poor. Afterwards, we came home for breakfast and we could eat whatever we wanted.

All morning, friends and neighbours came to our house. We gave them ma'moul, special Eid biscuits which my mom and I made with semolina, dates and nuts. My aunts, uncles and cousins came to visit and all of the children got presents and money.

ABOUT RAMADAN

is a holy month for Muslims during which they are not allowed to eat or drink between sunrise and sunset.

Muslims celebrate the end of this period of fasting with Eid ul-Fitr, which means “breaking the fast” in Arabic. This is a joyous festival of feasting which lasts for three days.

Read about how Fathima celebrates Eid

1. Use a dictionary to find the meanings of words you do not understand in the story. Write down the meanings of the following words: **fasting mosque**
2. Find the answers to the following questions in the story:
 - 2.1 What is the sign which shows that Ramadan has ended?
 - 2.2 What is ma'moul?
 - 2.3 Why was fasting especially difficult for Fathima this year?

GRADE 6 READING WORKSHEET

Source: www.grammarly.com English daily

NOTE TO THE TEACHER: The teacher may adapt this story to the level of the learners in his/her class.



Read the passage below and answer the questions that follow.

Dr Vellayan, dressed in his white overall, looks like any other animal doctor. But he does more than what his job requires of him as the head of the hospital at Zoo Negara.

Dr Vellayan is not only the sole veterinarian but also the anesthetist, pathologist, sweeper, drain cleaner and light fixer, all rolled into one. Fortunately, Dr Vellayan is not bothered at all that he has to perform these non-medical duties, although he has six full-time zoo workers to help him.

His day begins at 7.30 a.m. when he goes on his rounds inspecting and examining the animals in the zoo. Dr Vellayan takes along some treats for his animals when he makes his rounds. He always takes with him some hibiscus leaves, fruit and lemon grass.

During his rounds, he inspects the animals, assesses how the sick animals have responded to treatment and updates their medical records. He also fills in a daily report book on the general health of the animals.

His rounds usually end at 10.30 a.m. Then he catches up with paperwork, prepares medicine or carries out post mortems. Other routine tasks he has to attend to are record-keeping, ordering of drugs, preparing daily reports, seeing to the preparation of food for the animals and taking care of the cages.

His day does not end at 5.30 p.m. He may be resting at home but he is *on call* 24 hours a day. In fact, he has been called back to work while on holiday or while attending conferences. However, he has made a pact with the experts from the Veterinary Faculty of University Putra Malaysia to treat the animals. Should there be any emergencies during his absence, *they* will be attended to by these experts from the faculty. Sometimes, he also seeks help from private practitioners but Dr Vellayan

laments that some of these veterinarians are not familiar with handling wild and exotic species.

Although Dr Vellayan's job is very demanding, he has never had an assistant vet to help him. However, he considers himself fortunate that he has six full-time zoo workers to help him see to the health of the 4000-odd animals in the zoo.

1. Dr Vellayan gives 'treats' to his 'patients' because he

- (A) loves giving away food.
- (B) wants them to do him a favour.
- (C) wants to reward them for being obedient.
- (D) wants to encourage the spirit of 'give and take'.

2. To be *on call* means

- (A) to visit someone.
- (B) to be ready to go and help whenever needed.
- (C) to attempt to speak to someone on the telephone.
- (D) to say or shout something so that someone can hear.

3. Why does Dr Vellayan have to do non-medical duties?

- (A) The zoo workers are very busy looking after the animals.
- (B) He does not like anyone touching his things.
- (C) There is no money to employ any helpers.



- (C)the animals.
- (D)the pact.

5.Which of the following is **not true**?

- (A)Dr Vellayan and the zoo workers work very hard to ensure that the animals are healthy.
- (B)Dr Vellayan hopes to start a mini zoo of his own since he has the expertise.
- (C)Dr Vellayan may be called back to work even when he is on holiday.
- (D)Dr Vellayan gets help from other veterinarians when the need arises.

6.Which of the following **best** describes Dr Vellayan?

- (A)Demanding and arrogant
- (B)Dedicated and responsible
- (C)Careless and irresponsible
- (D)Hard-working and curious



NAME OF SCHOOL	DATES					
GRADE	4 - 5- 6					
STUDY AREA	PSW	DURATION	4,5 HOURS			
RESOURCES	Pictures, calendar, case study, poster.					
Method	Whole class teaching Group Teaching Group work.					
TOPIC: SOCIAL RESPONSIBILITY, HEALTH AND ENVIRONMENTAL RESPONSIBILITY						
GRADE4: KNOWLEDGE OF MAJOR RELIGIONS IN SOUTH AFRICA.						
GRADE 5: SAFETY MEASURES AT HOME AND IN THE ENVIRONMENT.						
GRADE 6: CARING FOR PEOPLE.						
CONTENT: Grade 4:						
<ul style="list-style-type: none">• Basic explanation of religions in South Africa• Major religions in South Africa.						
CONTENT : GRADE 5						
<ul style="list-style-type: none">• Harmful household products and medication• Fire Safety.						
CONTENT: GRADE 6						

- Communicating own views and needs without hurting others
- Acts of kindness towards other people.

CONCEPTS DEVELOPMENT	Religion, ancestors, rituals, harmful, products, household, Ubuntu, volunteer, kindness, unique, harmony, aggression, assertiveness and tolerance.
INCLUSIVITY	Use pictures, magazines, posters.
TEACHING ACTIVITIES (What will the teacher do?)	LEARNING ACTIVITIES (What will the learners do?)
NOTES TO THE TEACHER:	
	<p>6. Decide on the group dynamics for the grades.</p> <p>7. Group learners according to their grades and take note of their different learning abilities.</p>
	WHOLE CLASS ACTIVITY
	<ol style="list-style-type: none"> 1. Introduce the topic's needs and views. 2. Ask learners to discuss their needs. 3. Introduce the concepts: caring, religions and household needs.
	GROUP TEACHING
	Notes to the teacher:
	<ol style="list-style-type: none"> 3. Make sure all learners are fully engaged in their WHOLE CLASS ACTIVITY. 4. Give instructions clearly and guide learners. 5. Ensure effective classroom management.



Grade 4	Grade 5	Grade 6
GR. 4 – LESSON 1 Activities <ul style="list-style-type: none">Basic explanation of the words: religion, ancestors, rituals, religion and customs.The teacher discusses why people need a religion with learners.Activity 1: Learners write the names of their religions, other religions and places of worships in their workbooks.	GR. 5 – LESSON 1 Activities <ul style="list-style-type: none">Explanation of concept: basic households needs.Explanation of harmful and non-harmful household products.Learners write the names of household products in their workbooks.	GR. 6 - LESSON 1 Activities <ul style="list-style-type: none">Explain the words: ubuntu, volunteer, kindness, unique, harmony, aggression, assertiveness and tolerance.Discuss their individual needs in their school.Activity 1: Discussion on communicating own views and needs without hurting others.Activity 1: Learners complete a worksheet on:<ul style="list-style-type: none">Harmful and non-harmful household products.Activity: Learners collect pictures of harmful and non-harmful household products.

GR. 4 LESSON 2 Activities <ul style="list-style-type: none"> Different major religions Recap on different religions and places of worships. Explain that there are major religions. The teacher lists the names of the major South African religions. <p>Activity 2: Learners complete the puzzle that illustrates religions and their symbols.</p> <p>Activity 3: Complete a cross-word puzzle.</p>	GR. 5 LESSON 2 Activities <ul style="list-style-type: none"> Safety at home Recap on previous lesson Explain that there are safe and unsafe household products. Learners report on the household products they pasted in their workbooks. <p>Activity 2: Safety at home</p> <p>Learners complete a worksheet on safety at home.</p>	GR. 6 LESSON 2 Activities <ul style="list-style-type: none"> Explain the term UBUNTU and volunteering. Ubuntu in the neighbourhood Act of kindness. <p>Activity 3: Make a sympathy card showing an act of kindness.</p>
GR 4 LESSON 3 Activity 4: Designing a poster	GR 5 LESSON 3 Fire Safety	GR. 6 LESSON 3 Caring for people with AIDS

<ul style="list-style-type: none">○ Recap on major religions in South Africa. <p>Activity 5: Reading for enjoyment about significant places in different religions (from any book).</p>	<ul style="list-style-type: none">○ Recap on safety measures at home.○ Safely storing harmful household products. <p>Activity 4: Reading about fire safety rules.</p>	<ul style="list-style-type: none">○ Recap on UBUNTU.○ Communicate kindly. <p>Activity 4: Role play to illustrate acting without hurting others.</p>
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Activity 1: Learners write the names of their religions, other religions and places of worships in their workbooks.

Activity 2: Symbols of different religions

Some religions have symbols to represent them. When people see these symbols they know that they represent a particular religion. Complete the table below by providing a symbol for each religion.

Religion	Symbol
Hinduism	
Islam	
Christianity	
Buddhism	
Baha'i faith	
Judaism	

Activity 3: Religious symbols
Source: Oxford Successfu

Complete the following puzzle using the correct words:
Across

1. The name of the Islamic holy book is the _____.
2. A symbol of African Traditional Religion is the _____.
3. The name of the Hindu Holy book _____ means tr _____ Buddhism.

Down

from ancestral graveyards.



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

Ganges River	from the Ganges can wash away their sins. They bathe in the river. They also scatter the ashes of their dead in the water.
Bethlehem & the Church of the nativity	Bethlehem is a town in Israel where Christians believe Jesus was born. It is a significant place in the Christian religion. The Christian scriptures tell us how Jesus' parents, Mary and Joseph, travelled to Bethlehem to take part in a census.
Moria in Limpopo Province	The Zionist Christian Church is the largest African church in South Africa. Their significant place is in Moria in the Limpopo Province. Every Easter, more than a million Zionists go to Moria to celebrate.
The Ka'aba in Makkah	Muslims believe that their religion was founded by the Prophet Muhammad, who was born in Makkah in Arabia (now Saudi Arabia). All Muslims must try to make a pilgrimage to the holy city of Makkah at least once in their lives. The Ka'aba is a cube-shaped building in the Grand mosque in Makkah where people worship. Wherever they are in the world, Muslims turn to face the Ka'aba when they pray.

GRADE 5:

Activity1: Worksheet

Match household products with their uses (A worksheet)

Household Product	Use
1. Bleach	A. Remove paint
2. Paraffin	B. Stove fuel
3. Thinners	C. Medicine
4. Rat poison	D. Kills rats
5. Cough mixture	E. Cleaning material

Activity 2: Safety at home

Learners collect pictures of harmful and non-harmful pictures of household products and paste them in their workbooks.

Activity 3: Learners complete a worksheet on safety at home.

Use the following words to complete the sentences:

cupboard	children	bleach	highest	paraffin
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- a. Where would you put rat poison?
Behind a _____ where children cannot reach it.
- b. Where would you put bleach and paraffin?
In the _____ cupboard.
- c. What would you say to adults who leave medicine on a table?



Keep medicine away from _____

d. _____ can cause fire if used carelessly.

Activity 4: Reading about fire safety rules (enjoyment).

Read the following fire safety rules (reading for enjoyment).

Activity 1: Communicating own views and needs without hurting others

Fire safety rules

Fire can be your friend: it can keep you warm, cook your food and give you light. Fire can also be your enemy: it can burn down your home, and its heat and smoke can kill you. If you learn how to use fire safely, it will be your friend.

1. Only adults must light fires.
2. Never move a burning stick.
3. Matches are for adults, NOT children. Never play with matches.
4. Be careful near paraffin stoves and heaters. Curtains or clothes can easily catch fire.
5. Never fall asleep while a stove is switched on, or while a heater or candle is burning.
6. Tell an adult you trust if people in your home do not follow the fire safety rules.

- 1.1 Learners discuss and present ways to communicate their views without hurting others.

1.2 Rewrite the following statements so that they will not hurt anyone's feelings:

- 1.2.1 People who don't eat beef are weird.
- 1.2.2 I need a new school bag as mine has just broken. I cannot go without one for even a day.
- 1.2.3 People who eat meat are murderers.
- 1.2.4 I hate girls who play boys' games.

Thandi does not eat meat because she is a vegetarian. Hendrik keeps teasing her and says that she is not a true South African because she eats rabbit food. He does not understand that people from Thandi's religion do not eat meat.

Read the following extract and answer the questions that follow:

- a. Is Hendrik considerate of Thandi's needs and views? Give a reason for your answer.
- b. Write a passive response for Thandi.
- c. Write an aggressive response for Thandi.
- d. Write an assertive response for Thandi.
- e. Write a paragraph of ten sentences about a situation in which you found yourself where assertiveness would have helped you.

Activity 3: Making a sympathy card - an act of kindness.

Think of somebody you know who has gone through a bad experience recently; maybe a relative died, or maybe that person had an accident or became ill. Now create a card for the person with a message that says that you are thinking about him or her.

Activity 4: Role play

Learners think of a situation and talk about 'acting without hurting others'.

NAME OF SCHOOL	NAME OF TEACHER	DATES
STUDY AREA	PSW	DURATION
TOPIC	SOCIAL RESPONSIBILITY	
		3 hrs. (2 weeks)
	<p>Grade 4: Continuation of formal task (project).</p> <p>Grade 5: Healthy eating for children (South African food based dietary guidelines).</p> <p>Grade 6: Gender stereotyping, sexism and abuse.</p>	<p>CONTENT</p> <ul style="list-style-type: none"> ● GRADE 5: <ul style="list-style-type: none"> ● South African Food-Based Dietary Guidelines ● Dietary needs of children ● Factors influencing food intake of children. ● Reading skills: reading with understanding and using a dictionary; reading about healthy eating for children; recall and relate. ● GRADE 6: <ul style="list-style-type: none"> ● Effects of gender stereotyping and sexism on personal and social relationships ● Effects of gender-based abuse on personal and social relationships ● Dealing with stereotyping, sexism and abuse. ● Reading skills: reading with understanding and fluency; reading about ways to deal with stereotyping, sexism and abuse; interpret/explain and relate what has been studied.

	METHODS Whole class teaching Grade teaching Group work.	RESOURCES Chalkboard, charts, textbooks, magazines and newspapers, posters etc.	CONCEPTS DEVELOPMENT Diet, sexism, stereotyping, abuse.	INCLUSIVITY • Use pictures and magazines. (Add more sources based on your learners' needs.)	TEACHING ACTIVITIES
WHOLE CLASS ACTIVITY Introduction				<ul style="list-style-type: none"> • The teacher explains some concepts from above with learners. <p>Instructions: ask learners to:</p> <ul style="list-style-type: none"> • Give examples of the concepts. • Paste pictures of concepts on the flip charts in their learning spaces. 	

NOTE TO TEACHER	<p>8. DECIDE WITH THE GROUP WHAT THE NOISE LEVEL WILL BE:</p> <ul style="list-style-type: none"> Silent work Buzz session Classroom talk. The teacher should spend 30 minutes with each grade, while the other grades are assisted by peer tutors. 									
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<ul style="list-style-type: none"> groups 1,2 & 3). The teacher writes dietary guidelines on the board, for instance: to be active, to enjoy a variety of foods, drink lots of clean safe water, eat plenty of vegetables and fruits every day etc. 	<ul style="list-style-type: none"> Sexism in the workplace is also highlighted by the teacher. At the end of 30 minutes the teacher asks the learners to read with understanding and fluency from their text books about ways to deal with stereotyping, sexism and abuse. The teacher also discusses junk food, and healthy eating for children.

ACTIVITY (Informal)	NONE	<ul style="list-style-type: none"> At the end of 30 minutes, the teacher asks the learners to read with understanding from their textbooks about healthy eating for children: recall and relate to your teacher. Learners use a dictionary when reading. 	<ul style="list-style-type: none"> Learners relate and recall what they have read to their teacher.
ASSESSMENT (project)	Continuation of the project given.		Continuation of the project given.
INTEGRATION	Across the subject. Within the subject.		
REFLECTION	HOD's Signature		



LESSON 4: LIFE SKILLS

NAME OF SCHOOL	NAME OF TEACHER	DATES		
STUDY AREA	PE	DURATION (1 hour per week)	TOPIC	Grade 4: Participation in rhythmic movements with focus on posture. Safety measures during rhythmic movements.
METHODS				Grade 5: Participation in rhythmic movements with focus on posture and style. Safety measures during rhythmic movements.
RESOURCES	Space, chalkboard, charts, textbooks, magazines and newspapers, posters, paints, brushes, radio/DVD, CD, ball, whistle, ribbons, sticks.			Grade 6: Participation in rhythmic patterns of movement with coordination and control. Safety measures during rhythmic movements.
CONCEPTS DEVELOPMENT				Whole class teaching Grade teaching Group work.
INCLUSIVITY				-Learners' experiencing learning and physical barriers should get extra assistance from the teacher and their peers. -Activities should be adapted to suit learners' needs
WHOLE CLASS ACTIVITY	Introduction			TEACHING ACTIVITIES
				Instructions: ask learners to: <ul style="list-style-type: none"> The teacher explains some concepts that are listed above to learners. Give examples of the concepts.

	<ul style="list-style-type: none"> Paste pictures of concepts on the flip charts in their learning spaces. 																		
NOTE TO TEACHER	<p>9. DECIDE WITH THE GROUP WHAT THE NOISE LEVEL WILL BE:</p> <p>Silent work Buzz session Classroom talk.</p> <ul style="list-style-type: none"> The teacher should spend 30 minutes with each grade, while the other grades are assisted by peer tutors. 																		
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	<ul style="list-style-type: none"> - Learners bring objects from home and choreograph dances with these objects. The other learners guess the type of objects used, and then use the objects themselves. 	<ul style="list-style-type: none"> - The teacher instructs learners to demonstrate a coordination activity by using the 'Rock and Roll' dance moves. - More South African social dance steps are researched and performed by learners with the help of the teacher. 	<ul style="list-style-type: none"> - Learners follow instructions given by the teacher during aerobics / gymnastics / marching. 	<ul style="list-style-type: none"> - Learners follow instructions regarding jumping, marching, sliding, leaping, fly and swinging, building blocks, clapping, bouncing and hot air balloon dancing (prescribed by the teacher during different weeks).
ACTIVITY (Informal)				

ASSESSMENT	Learners are assessed on the movement, posture and style they perform.	Learners are assessed on the movement, posture, style and coordination they perform.	Learners are assessed on coordination and control.
INTEGRATION	Across the subject. Within the subject.		
REFLECTION			
HOD's Signature			

PHYSICAL EDUCATION LIFE SKILLS: WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES TERM 3

SCHOOL STAMP



**TERM 3
EXEMPLAR FORMAL ASSESSMENT
GRADE 5
PROJECT**

3rd QUARTER ASSESSMENT	
GRADE	: 5
MARKS	: 30
TIME	: 6 weeks

LIFE SKILLS: PSW- PROJECT

TOPIC: SAFETY MEASURES AT HOME AND IN THE ENVIRONMENT

LEARNER'S SURNAME	
LEARNER'S NAME/S	
CIRCUIT	
SCHOOL	
DATE	

ASSESSMENT TASK - PROJECT:

INSTRUCTIONS

1. This project is based on the topic: "Dangerous household products and how to protect yourself".
2. You will be required to do research on this topic.
3. You must collect pictures and write about each picture.
4. You will have to present your project in class.
5. Read the information in the table which will show you exactly what you must do.
6. The table below shows you exactly what the teacher will be assessing. Please keep this in mind when doing and presenting your project.



Read this information carefully and complete your project. This project is due on _____(date)

- Collect information on 6-10 dangerous household products and include the following:
 - Pictures
 - Information
 - Name of the product
 - The effect it has on humans
 - Effect it has on animals
 - Effect it has on plants.
- Collect information on how to protect yourself when you come into contact with these products.
- Develop a questionnaire with five questions and interview any family member or anyone else who has had a bad experience with a household product.

RESEARCH	<ul style="list-style-type: none"> • Resources used • Use of multi-media • Designing of a questionairre 	3 3 4	
INTERPRETATION	<ul style="list-style-type: none"> • Could the learner explain the research in five points? 	5	
PRESENTATION	<ul style="list-style-type: none"> • Is the presentation of information clear and logical? • List at least 3 sources of your information • What is the conclusion that you can make out of your research 	6 3 3	
GENERAL COMMENTS	<ul style="list-style-type: none"> • The presentation is: <ul style="list-style-type: none"> ○ neat 	1	

	<ul style="list-style-type: none"><input type="radio"/> relevant to the topic<input type="radio"/> visible to all learners	1 1	
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TOTAL: [30]



TERM 4

LESSON 1 : LIFE SKILLS: MULTI-GRADE LESSON

NAME OF SCHOOL				DATES				
GRADE	4 - 5- 6							
STUDY AREA	PSW	DURATION	3 HOURS					
RESOURCES	Pictures, calendar, case study, poster.							
TOPIC: HEALTH AND ENVIRONMENTAL RESPONSIBILITY								
GRADE 4: HIV AND AIDS EDUCATION; BASIC FACTS INCLUDING BLOOD MANAGEMENT.								
GRADE 5: HIV AND AIDS EDUCATION.								
GRADE 6: HIV AND AIDS EDUCATION; MYTHS AND REALITIES								
CONTENT:	GRADE 4:	GRADE 5	GRADE 6					
	Basic explanation of HIV and AIDS Transmission of HIV through blood <ul style="list-style-type: none"> • How HIV is not transmitted • How to protect oneself against infection through blood. 	Dealing with stigma <ul style="list-style-type: none"> • Stigma about HIV and AIDS • How to change attitudes towards people infected with HIV and AIDS. 	Caring for people with Aids.					
CONCEPTS DEVELOPMENT	HIV, Aids, facts, management, transmission, blood, protection, infection, stigma, attitude,							



INCLUSIVITY	change, perceptions, myths, realities, risks, caring, interpreting and relationships.
TEACHING ACTIVITIES (What will the teacher do?)	Learners read extracts about HIV and AIDS and interpret them.
NOTES TO THE TEACHER:	LEARNING ACTIVITIES (What will the learners do?)
	<p>10. Decide on the groups dynamics for the grades.</p> <p>11. Group learners according to their grades and take note of their different learning abilities.</p>
	WHOLE CLASS ACTIVITY
	<p>4. Introduce the topic HIV/AIDS.</p> <p>5. Show learners pictures of HIV/AIDS symbols and discuss each picture.</p> <p>6. Ask learners to mention any words relevant to HIV / AIDS.</p> <p>7. Introduce the concepts on HIV/AIDS and discuss these.</p> <p>8. Ask all learners to use their dictionaries to find the meanings of the words on the chart.</p>
	GRADE TEACHING
	Note to the teacher:
	<p>6. Make sure all learners are fully engaged in their WHOLE CLASS ACTIVITY.</p> <p>7. Give instructions clearly and with guidance to learners.</p>

8. Ensure effective classroom management.

Grade 4	Grade 5	Grade 6
<p>GR. 4 – LESSON 1</p> <p>TOPIC</p> <ul style="list-style-type: none"> • Basic explanation of HIV/Aids. • Transmission of HIV through blood. <p>GR. 5 – LESSON 1</p> <p>TOPIC</p> <ul style="list-style-type: none"> • Dealing with stigma. 	<p>GR. 5 – LESSON 1</p> <p>TOPIC</p> <ul style="list-style-type: none"> • HIV and AIDS education: myths and realities about HIV and AIDS, including risks and perceptions about HIV and AIDS. 	<ul style="list-style-type: none"> • GR. 6 - LESSON 1 • TOPIC • HIV and AIDS education: myths and realities about HIV and AIDS, including risks and perceptions about HIV and AIDS. • Caring for people with AIDS. <p>GR. 6 – LESSON 1</p> <p>TOPIC</p> <ul style="list-style-type: none"> • Recap the concept stigma that relates to HIV, AIDS. • Discuss different kinds of stigma attached to people, E.g. you are a liar; he is a thief; she is rude. • Explain to learners that a stigma is something that someone labels you • Recap on concepts HIV and AIDS. • Explain briefly to learners what facts / realities and myths are. • Explain briefly to learners that myths are ideas that are not true. • Explain briefly what risks are and allow learners to mention risky

<ul style="list-style-type: none"> Show them a picture of a virus and discuss various viruses (computer; Ebola; HIV). Explain what AIDS stand for – Acquired Immune Deficiency Syndrome: explain each word. Ask learners the following question: how do you think the HIV virus gets into the body? Ask learners to write the word HIV and AIDS and to indicate in full what these letters stand for. Draw a picture of a virus in your books. 	<ul style="list-style-type: none"> People with HIV and AIDS are also stigmatised. Ask learners how they feel about labelling or stigmatising people. Ask learners to read the letter to Agony Aunt and respond accordingly how they feel about Joe. Ask learners to write the word HIV and AIDS and to indicate in full what these letters stand for. Draw a picture of a virus in your books. 	<ul style="list-style-type: none"> People with HIV and AIDS are also stigmatised. Ask learners how they feel about labelling or stigmatising people. Ask learners to read the letter to Agony Aunt and respond accordingly how they feel about Joe. Ask learners to write the word HIV and AIDS and to indicate in full what these letters stand for. Draw a picture of a virus in your books. 	<ul style="list-style-type: none"> Explain briefly what perceptions are and allow learners to mention their perceptions about their friends, neighbours, teachers, etc. Explain briefly what caring means. The words such as 'love' and 'patience' are also explained. Ask learners how they feel about taking care of sick people.
<p>GR. 4 LESSON 2</p> <p>TOPIC</p> <p>How HIV is NOT transmitted</p>	<p>GR. 5 LESSON 2</p> <p>TOPIC</p> <p>Stigma about HIV and AIDS</p>	<p>GR. 5 LESSON 2</p> <p>TOPIC</p> <p>Caring for people with AIDS</p>	<ul style="list-style-type: none"> Recap on the previous day's lesson. Discuss some of the learners' responses to Joseph. Do not Recap on the previous day's lesson. Learners discuss the myths and realities about HIV and

<ul style="list-style-type: none"> Now ask learners how HIV is NOT transmitted. Give examples: give learners a copy of the worksheet and discuss each picture. Allow learners to communicate their thoughts. Ask each learner to cut out the picture and to write a sentence or two in their workbooks on HOW HIV is NOT TRANSMITTED. 	<ul style="list-style-type: none"> mention learners' names. Discuss some of the stigma about HIV and AIDS: <ul style="list-style-type: none"> You will die. There is no treatment for people with HIV and AIDS. We must not play with people with AIDS. We must not hug them. We must not share the same toilet with them. Ask learners if this is true. Ask learners to copy this sentence in their notebooks. Ask learners to complete the worksheet provided. 	<p>Activity: Learners discuss the myths and realities about HIV and AIDS. They complete a worksheet on this.</p> <p>GR. 4 LESSON 3</p> <ul style="list-style-type: none"> How to protect oneself against infection <p>GR. 5 LESSON 3</p> <ul style="list-style-type: none"> How to change attitudes towards AIDS. <p>GR. 6 LESSON 3</p> <ul style="list-style-type: none"> Caring for people with AIDS
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	people with the HIV virus	
<ul style="list-style-type: none"> Recap the concepts HIV and AIDS. Recap how HIV is not transmitted. Ask learners what one must do to protect oneself against infection. Stimulate discussion but note the level of the learners and decide on age appropriate content. 	<ul style="list-style-type: none"> Recap the concept stigmatisation. Recap how people should respond appropriately when they are stigmatised. Stimulate discussion but note the level of the learners and decide on age appropriate content. 	<ul style="list-style-type: none"> Recap on the myths and realities about HIV and AIDS. Recap how people should respond appropriately when myths are made about them. Stimulate discussion on how people's perception can affect other people's lives.
ACTIVITY 1	ACTIVITY 1	ACTIVITY 1
Oral discussion	Oral discussion	Oral discussion

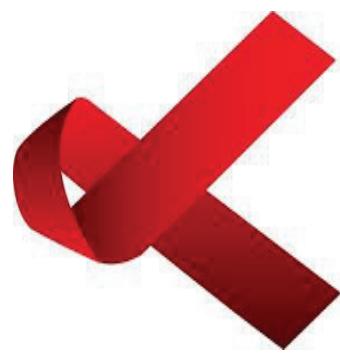
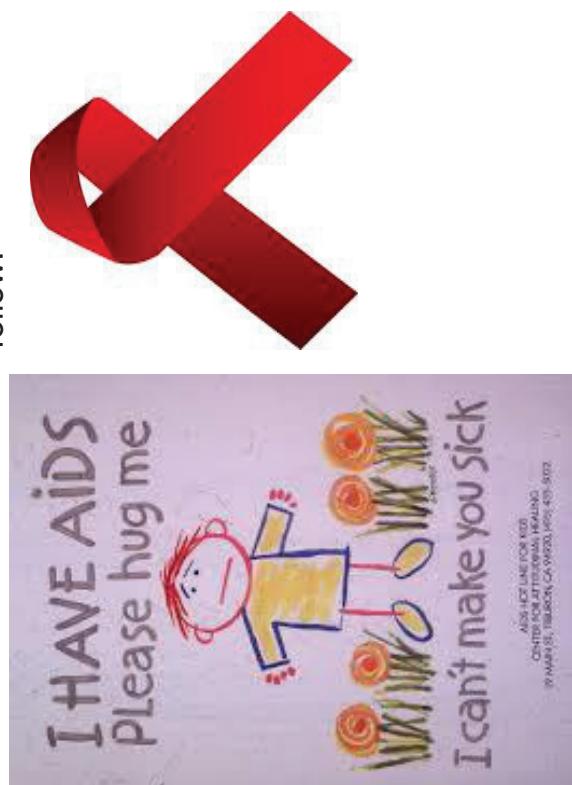
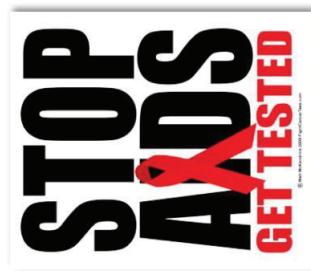
<ul style="list-style-type: none"> ○ Not touching blood. ○ When someone is hurt always call an adult, ○ Report anyone who is bleeding to your teacher. ○ If you are in an emergency situation and if you have to touch someone who bleeds then remember to cover your hand with a plastic bag. ● Copy the above sentences in your notebooks. 	<ul style="list-style-type: none"> ○ Stories which are not true that people make up about people with HIV and AIDS. ○ True stories that people tell about people with HIV and AIDS. ○ How you should respond when people tell lies about you. ○ How you should not respond when people tell lies about you. 	<ul style="list-style-type: none"> ○ Negative results of wrong perceptions or myths about other people: ○ suicide ○ drop-out at school ○ fighting
<p>Activity 2:</p> <ul style="list-style-type: none"> ● Learners complete a worksheet titled: HOW MUCH YOU KNOW ABOUT HIV AND AIDS. ● Poster making: in groups, design a poster that shows ways you cannot get HIV and AIDS. 	<p>Activity 2:</p> <ul style="list-style-type: none"> ● Write a letter to your mum and dad in which you explain to them how HIV and AIDS is not spread. 	<p>Activity 2:</p> <ul style="list-style-type: none"> ● Learners read an extract on: Caring for people with AIDS. ● Poster making: make an anti-stigma poster on the myths of HIV and AIDS infection.

WORKSHEET

WHOLE CLASS ACTIVITY

Look at the pictures below and the questions that

follow:



1.1 What does picture numbered 4 symbolise?

1.2 Is HIV and AIDS affecting South Africa only? Yes or No. (Circle the correct answer).

1.2.1 Name two things in picture 2 that show how the transmission of HIV and AIDS takes place.

1.3 Give two reasons why people should get tested.

1.4 How can we change our attitudes positively towards HIV infected people?

1.5 Which day in the South African Calendar is regarded as World AIDS Day?

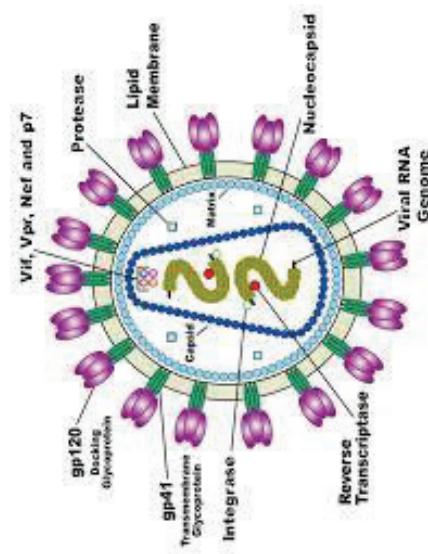
1.6 Name two good deeds that you can do on World's Aids Day?

1.5 Which picture supports your answer in 1.4 above?

GRADE 4

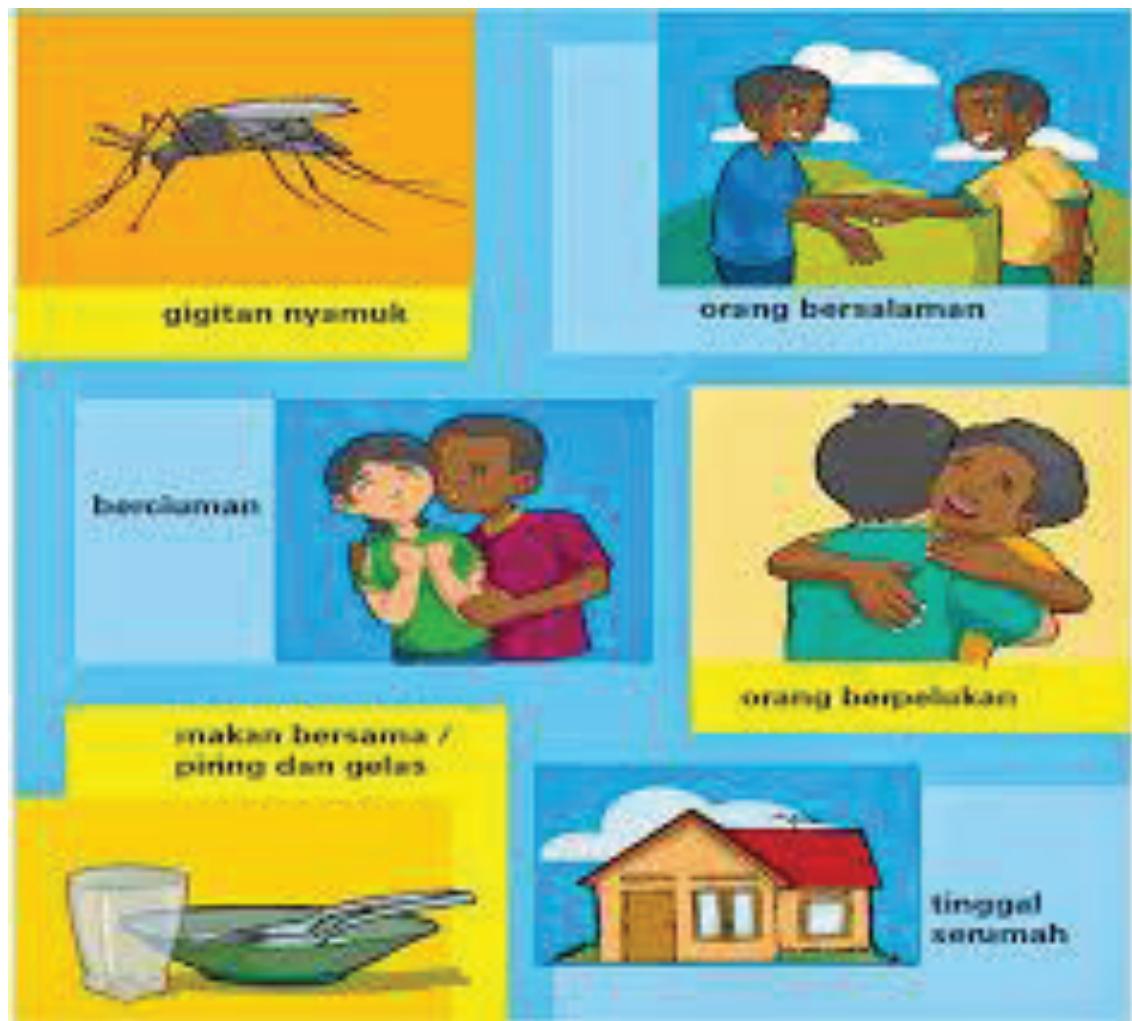
LESSON 1

ILLUSTRATIONS OF VIRUSES



LESSON 2

1.



LESSON 3

GRADE 4

HOW MUCH DO YOU KNOW ABOUT HIV AND AIDS

1. Say whether the following statements about HIV and AIDS are true or false:
 - 1.1. You can get infected by HIV by using the same toilet as someone with AIDS.
 - 1.2. It is safe to hug someone with AIDS.
 - 1.3. Only grownups can get AIDS.
 - 1.4. A person with AIDS cannot fight off infection.
 - 1.5. HIV is a virus.
2. In a group, make a poster that shows ways you cannot get HIV and AIDS.

GRADE 5

LESSON 1

Read the letter. Imagine you are Agony Aunt. What are you going to tell Joseph?

Dear Agony Aunt

My name is Joseph and I live with my mum in the township. We do not have a lovely house and I live in a cardboard house. My mum was diagnosed as HIV positive and my dad is dead. The children in my area/community know about my mum. They are teasing me all the time and tell me that I am HIV positive as well. No one wants to play with me or sit next to me at school. I am very sad and heartbroken. Please tell me what to do.

GRADE 5:

LESSON 2

STIGMA ABOUT HIV AND AIDS

Read the statements carefully and answer YES or NO to each one of them:

HIV is not easy to get. There are many stories about HIV. Most stories are not true.

People make up stories when they don't understand something. Many people don't understand HIV and AIDS.

1. You don't get HIV from sharing food.
2. You can get HIV from playing with a friend.
3. You don't get HIV if you are a good person.
4. You don't get HIV because you are cursed.
5. You can protect yourself against HIV.
6. You cannot share a toilet with someone who is HIV positive.

GRADE 5: LESSON 3

HOW TO CHANGE ATTITUDES TOWARDS PEOPLE LIVING WITH THE VIRUS

Some people behave negatively towards people with HIV or AIDS. They think that infected people are bad and that they will make them sick too. Write six sentences in your workbooks to show how we can teach people that this is not true.

Design a poster:

Design a poster by drawing and writing how you can help people understand that people with HIV are people just like you and me. Display your poster in the classroom.

GRADE 6: LESSON 1

Activity 1: Risks and perceptions about HIV and AIDS

Look at the picture below and discuss the myths and realities about HIV and AIDS:

is true.

Look at the pictures below and discuss the myths and realities about HIV and AIDS.

1. You won't get AIDS the first time you have sex so don't worry about it.



People can live with HIV without knowing they have it.

2. Her mom has AIDS. Don't touch her because you will catch AIDS.



3. Babies can get HIV and AIDS if the mother has HIV and AIDS.

What is it like to be sick?

When we feel healthy, we seem to forget what it is like to be sick.

Source: Spot on Life Skills Grade 6 Learners' Book, Page 180.

GRADE 6: LESSON 2**Facts or myths****State whether the following statements are True or False:**

STATEMENT	TRUE	FALSE
1. A myth is an idea that is not true.		
2. When a person has HIV, she/he has AIDS as well.		
3. If you have AIDS you can cure yourself by having sex with a virgin.		
4. You can get HIV from having unprotected sex with someone who has HIV.		
5. If a person looks healthy that person is not HIV positive.		
6. You must not touch someone who is infected.		
7. You can get HIV /AIDS by using the same toilet as someone with HIV/AIDS.		
8. Condoms can prevent the spread of HIV /AIDS.		

Source: Platinum Life Skills Grade 6, Page

LESSON: 3

Activity 3: Reading about caring for people with AIDS

People with HIV and AIDS can live long and productive lives if they eat well, exercise, practise safe sex and take the correct medication when it is indicated.

People with HIV and AIDS will get sick. When this happens, they need special care. This care is both physical and emotional. If you are caring for someone with HIV and AIDS, remember to treat them with respect, patience and understanding.

Sometimes, the community treats people with HIV and AIDS as though their illness is something to be ashamed of or as though their disease is contagious. Remember that you cannot get HIV and AIDS from hugging, touching or kissing someone. You need to talk to and touch sick people so that they know you care for them. Look after someone who is infected with HIV and AIDS by helping them to keep clean and comfortable. Help them to bathe or wash regularly and keep their bedding clean. Read and talk to the sick person. Treat them with respect and kindness.

Ensure that the sick person has adequate food. The food should not be rich or difficult to eat. Rather, it should be easily digestible and nutritious, for example soft porridge, spinach and potato. Help the sick person to eat if this is necessary. Sometimes it may be necessary to clean up the bodily fluids or blood from someone infected with HIV and AIDS. In this case, ensure that you protect yourself by covering your hands with gloves or plastic bags. You may also need to help the sick person get to the clinic or hospital for treatment.

Source: Spot on Life

Skills Grade 6 Learners' Book, Page 181.

QUESTIONS:

1. List four ways how people with HIV and AIDS can live long and productive lives.
2. Why is it important to care both physically and emotionally for people who are infected with AIDS?
3. Explain how you would care emotionally for a sick person.
4. People who have HIV and AIDS may feel ashamed. Why do you think they may feel like this and how can you make them feel better?
5. What type of food should a person infected with AIDS eat?
6. How should you protect yourself when caring for someone who is infected with HIV and AIDS?



LESSON 2: LIFE SKILLS: MULTI-GRADE LESSON

NAME OF SCHOOL		NAME OF TEACHER	TERM
STUDY AREA	PSW	DURATION	4
TOPIC	Grade 4: Personal and household hygiene Healthy environment and personal health: home School and community.	Grade 5: Substance abuse. Grade 6:- Communicable diseases like mumps, tuberculosis, common colds, chicken pox, and athletes' foot etc. Food hygiene.	
METHODS	Whole class teaching		
RESOURCES	Textbooks		
CONCEPTS DEVELOPMENT	Personal hygiene, germs, breeding, tooth decay, pollution, illegal dumping sites, substance abuse, legal and illegal drugs, depression, communicable diseases, tuberculosis, mumps, chicken pox, symptoms, vaccination, immune system.		
INCLUSIVITY	Use pictures and tables.		

LEARNING ACTIVITIES	
	<p style="text-align: center;">Whole class activity</p> <p>As human beings we need to take care of ourselves and the environment so that we stay healthy.</p>
NOTES FOR THE TEACHER	<ul style="list-style-type: none"> • Explain and discuss the concepts. • Discuss with the learners the importance of personal hygiene and the disadvantages/risks of germs breeding in areas around the house. • Discuss the importance of eating right and looking after your teeth and gums. • Discuss the dangers of unhealthy environments for people's health (illegal dumping). • Discuss the ways/strategies to keep environments clean. • Explain substance abuse: legal and illegal. • Explain the concept of over-the-counter drugs. • Discuss the effects of substance abuse on body and mind. • Explain the causes, signs and symptoms of communicable diseases and give examples of these.

			<ul style="list-style-type: none"> • Discuss the available prevention strategies and treatment options.
ACTIVITIES	Grade 4	Grade 5	Grade 6
	Activity 1 (Individual) Copy and complete this table in your activity book by filling in yes or no:	Activity 1 (individual) Look for dictionary meanings of the following terms:	Activity 1 (Individual) Find the dictionary meanings of the following terms:
	Activity 2 (Individual) Choose the words in the table to complete the sentences.	Activity 2 (individual) Read Denise's story.	Activity 2 (Individual) Copy and complete this table (in your activity books).
	Activity 3 (Pair) Study the pictures below: (Source: Platinum Life Skills Gr. 4 p: 150).	Activity 3 (group) In a group, perform a play where alcohol or drugs cause problems in a family. Act out the play in front of the whole class.	Activity 3 (Pairs) Discuss these questions and write your responses in your activity books:
			ASSESSMENT
INFORMAL ASSESSMENT	FORMAL ASSESSMENT To be given at the end of the term.		
Grade 4 (three activities)			
Grade 5 (three activities)			

Grade 6 (three activities)	Expanded Opportunities/Special needs/Enrichment Consider the time allocation for these activities and allow more time and give more information if the need arises.	Teacher Reflection Review the lesson afterwards to ensure that you have achieved your goals.
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WORKSHEET**ACTIVITY****Grade 4**

DO YOU:

1. Brush your teeth every morning?		4. Use your own face cloth?	
2. Brush your teeth every night?		5. Use your own brush or comb?	
3. Use your own toothbrush?		6. Visit a dentist regularly?	

Activity 2 (Individual)

Choose the words in the table to complete the sentences.

Hands, teeth, after every meal, illegal dumping site, sugar.

1. We should brush our teeth.....
2. Always wash your..... before working with food.
3. Germs can cause tooth decay when there is..... in your mouth.
4. is a place where you are not allowed to dump rubbish.

Activity 3 (Pairs)

Study the pictures below. (Source: Platinum Life Skills Gr. 4, p. 150)



Discuss the questions below with a partner and write your answers in your book:

1. How could each of these pictures affect people's personal health? What could the results be?
2. Should industries and businesses be allowed to pollute our environment?
3. Should individuals and communities be allowed to pollute the environment?
4. What can we do to stop them from doing it?

Grade 5

Activity 1 (Individual)

Look for the dictionary meanings of the following terms:

1. Addiction
2. Illegal
3. Depression
4. Anxiety.

CASE STUDY: MESSAGE FROM AN HEROIN ADDICT

“I had my first drink at 13 and I loved it. For the first time in my life, I felt a sense of lightness. By the time I was 15, I was a regular dagga user. At university, I switched to heroin. The drug made me feel happy and peaceful. But when it wore off, I felt tired and confused. I used heroin all the time.”

“I stole from the restaurant where I worked and I stole from my mother. I was spending R400 a day on heroin. I had to have it. Then my father caught me using heroin again and I stopped.”

Source: Oxford Successful, Learner’s Book, p: 109.

Activity 2 (Individual)

1. Read Denise’s story:

Answer the following questions and write your answers in your activity book:

Name three substances that Denise abused.

1. Which substances are legal and which are illegal?
2. How did heroin make Denise feel?
3. How did heroin affect her health?
4. How did heroin affect her behaviour?

Activity 3 (Group)

In a group, perform a play where alcohol or drugs cause problems in a family. Act out the play in front of the whole class.

Grade 6

Activity 1 (Individual)



Find the dictionary meanings of the following terms:

1. Communicable

2. Vaccination

3. Virus

4. Bacteria

5. Antibodies.

Activity 2 (Individual)

Copy and complete this table (in your activity books):

No	Disease	Causes	Symptoms	Treatment	Prevention Strategies
1	Colds				
2	Tuberculosis				
3	Measles				
4	Chickenpox				

Activity 3 (Pairs)

Discuss these questions and write your responses in your activity books:

1. How do vaccinations prevent diseases?
2. How does frequently washing your hands protect you against colds, flu and other illnesses?
3. Is it possible to vaccinate against colds? Explain your answer.
4. Why is tuberculosis dangerous for people with HIV/AIDS?

LESSON 3: LIFE SKILLS: MULTI-GRADE LESSON

NAME OF SCHOOL				DATES	
GRADE	4-5-6				
STUDY AREA	PE	DURATION	1 hr.		
RESOURCES	Open Field, hall, carpets, batons, steps/staircase [outside school building, or individual wooden steps/box], first-aid kit, whistle, DVD player.				
Subtopics:	GR. 4 – Participation in basic field and track athletics events or swimming activities. Safety measures during athletic or swimming activities. GR. 5 – Participation in a variety of field and track athletics events or swimming activities. Safety measures during field and track athletics or swimming activities. GR. 6 – Participation in refined sequence emphasising changes of shape, speed and direction or in swimming activities. Safety measures relating to sequence movement activities.				
CONCEPTS DEVELOPMENT	Participation, basic field and track athletics, swimming activities, refined sequence, shape, speed, safety measures.				
INCLUSIVITY	Learners experiencing learning and physical barriers should get extra assistance from the teacher and their peers. - Activities should be adapted to suit learners' needs, for example score keeper, time keeper, safety officer (ensure area and surface are cleared of any harmful objects), etc. Learners can relate to safety issues and apply the safety issues they have learned and experienced.				



TEACHING ACTIVITIES (What will the teacher do?)	LEARNING ACTIVITIES (What will the learners do?)		
	GRADE 4	GRADE 5	GRADE 6
WHOLE CLASS ACTIVITY			
STRETCHING EXERCISES			
1. UPPER BODY			
<ul style="list-style-type: none"> NECK: Look straight ahead, move the left hand over to the right ear, tilt the neck slowly to the left and count five. Repeat to the right. ARMS: <ul style="list-style-type: none"> Grasp the right arm elbow with the left hand, pull gently to the left and count five. Repeat with the left arm and stretch each side twice. Stretch arms to the side and lift them above the head. Clasp the hands and stretch them upwards. Hold for five counts. Stretch the arms to the side, move them to the back, clasp hands together, pull downwards and hold for five counts. 			
2. MIDDLE BODY			
<ul style="list-style-type: none"> Stand with feet together, and arms hanging on the sides. Bend to the left, stretch the right side and left side by moving down to the knee. Repeat the activity on the other side. 			
3. LEGS			
<ul style="list-style-type: none"> Stand with feet together, extend the left leg to the left, bend the right knee and stretch the left leg. Count five and repeat on the other side. 			
4. CALVE			
<ul style="list-style-type: none"> Lift the left leg, press it against the upper body and hold for five counts. Hold the left leg, bend it backwards, grasp the foot with the left hand, stretch out the right arm and hold for five counts. Repeat with right leg. 			
5. HAMSTRING			

- Use steps and put the left foot on the step, slide until the heel hangs down the step. Stretch for five counts and repeat with the right foot.
- Stand with feet together; stretch one leg to the front, bend the other leg. Hold for five counts and repeat with other leg.

NOTES TO THE TEACHER:

6. ALL LEARNERS ARE ACTIVELY INVOLVED AT THEIR DIFFERENT LEVELS OF FITNESS.
7. SAFETY ISSUES MUST BE CONSIDERED.
8. INFORM LEARNERS THAT ONCE THEY HAVE FINISHED THEIR ACTIVITIES THEY SHOULD ALL ENSURE THAT THE SURFACE REMAINS SAFE, PACK AWAY AND STORE ALL EQUIPMENT AFTER USE.
9. THE LEARNERS ARE GIVEN TIME TO DRESS IF THEY WEAR UNIFORMS.

GROUP TEACHING / GROUP WORK

Note to the teacher:

10. Make sure all learners are fully engaged in their WHOLE CLASS ACTIVITY.
11. Learners are divided into their grade groups.
12. Learners are then given instructions on how to go about these activities.
13. The teacher demonstrates the activities to each group and each group is expected to perform them.
14. The score and time keepers are placed at each group station.
15. Each time keeper is the whistle blower indicating group activity change-overs.

TOPIC: PHYSICAL EDUCATION	<ul style="list-style-type: none"> Participation in a variety of field and track athletics events or in swimming activities. Safety measures during field and track athletics or swimming activities. 	<ul style="list-style-type: none"> Participation in a variety of field and track athletics events or in swimming activities. Safety measures during field and track athletics or swimming activities. 	<ul style="list-style-type: none"> Participation in refined sequences emphasising changes of shape, speed and direction or in swimming activities. Safety measures relating to sequenced movement activities. 	<ul style="list-style-type: none"> Participation in refined sequences emphasising changes of shape, speed and direction or in swimming activities. Safety measures relating to sequenced movement activities.
				<p>METHODOLOGY</p> <p>Group participation</p> <p>Concepts: Safety measures during field and track athletics events or swimming activities.</p> <p>Group participation</p> <p>Concepts: Safety measures during field and track athletics events or swimming activities.</p> <p>Group participation</p> <p>Concepts: Safety measures relating to sequence movement activities.</p> <p>Correct dress code.</p> <ul style="list-style-type: none"> Correct dress code. Safe surface; free of harmful objects, sharp stones, broken glass, uneven surface holes. Learners with medical conditions, e.g. asthma, <p>Correct dress code.</p> <ul style="list-style-type: none"> Safe surface; free of harmful objects, sharp stones, broken glass, uneven surface holes. Learners with medical conditions, e.g. asthma, <p>Correct dress code.</p> <ul style="list-style-type: none"> Safe surface; free of harmful objects, sharp stones, broken glass, uneven surface holes. Learners with medical conditions, e.g. asthma,

	<ul style="list-style-type: none"> take their medication. Check content in the first aid kit. 	<ul style="list-style-type: none"> take their medication. Check content in the first aid kit. 	<ul style="list-style-type: none"> Check content in the first aid kit.
ASSESSMENT	Informal/Formal	TOOLS	
INTEGRATION	Formal	<p>Movement performances</p> <p>Develop a rubric for movement performance</p> <p>-PE -use the fitness programme to help learners with their metabolism and heart rate and calculate their Body Mass Index (BMI)</p> <p>-The use of a dictionary: language skill.</p> <p>-Drama and/or dance: create/improvise SKIT (short drama) to express human rights violation strategy.</p>	



ACTIVITY 1

Learners are grouped according to their grades for warm up activities.

Jogging

Stretching exercises- lower body and upper body stretching

Gallop, hop, skip and jump.

GRADE 4, 5 & 6

The teacher demonstrates different athletic activities:

TRACK ATHLETICS

1. -Crouch start, head, hands and fingers held in position, move behind the line, on your marks, keep hands behind the line, fingers are parallel in line with shoulders and head is down.
2. Crouch start: legs and feet position, front foot , a lower leg length from the line.
3. Set: Straighten your back leg with your hips which are lifted higher than your shoulders.
4. Go: Set off hard with your legs and move your arms fast.
5. End off at the winning post.

COOL DOWN ACTIVITIES

- Slow walking
- Tight stretching of all sectors of the body.

ACTIVITY 2

RELAYS

WARM UP ACTIVITIES

Jogging and stretching exercises

The teacher demonstrates how:

- The baton is carried in the runner' one hand and passed into the other hand of the next runner.
- If you are passing the baton
- watch the receiver's hand carefully.
- Place the baton firmly into the receiver's hand.
- Do not release the baton until you are sure that the receiver has a firm grip on it.

ACTIVITY 3 GRADE 4, 5 & 6

SWIMMING

1. Body position for a dive: the arms and legs are outstretched, the head is tucked in between the arms and the chin is placed under the chest. Keep your body firm.
2. Breathing: turn the body to the side to breathe in freestyle, keep the chin tucked in and close to the chest, breathe out when your face is in the water, do four strokes and breathe again.
3. Kicking: use the whole leg to kick below the water surface, the feet should break the water surface, kick fast with the toes pointed.
4. Arm action: the arm must exit the water with a bent elbow, keep the fingers together.

ACTIVITY 4

FIELD ATHLETICS

SHOT PUT

- Hold the shot put in the palm of your hand and tuck it into your neck. Push the shot put from your neck. Do not throw it like a ball. Finish the movement with an extended arm. To increase the distance of your throw, bend your knees as you push the shot put.

LONG JUMP

- Start running about eleven strides back from the jump line. Take off for the jump on your dominant leg to get the strongest push forward. Look ahead and use the arms to drive the body forward. Land on both feet, heels first. Fall forward into the sandpit after landing.

GRADE 6

MOVEMENT SEQUENCES

CHANGING SHAPE SPEED AND DIRECTION

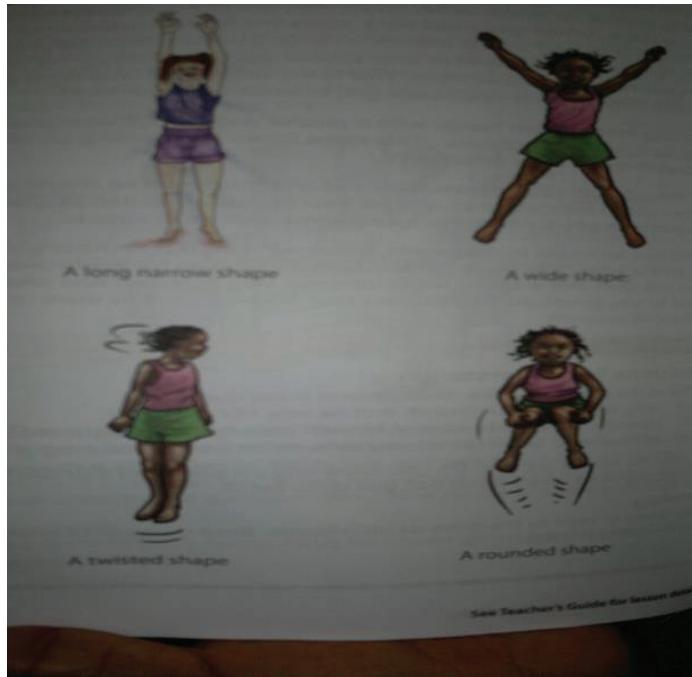
The teacher demonstrates the sequence in gymnastics or dance; the sequence which combines two or more of the following movements:

Running, walking, jumping, hopping, skipping, rolling, rotation, balance, and locomotion etc.

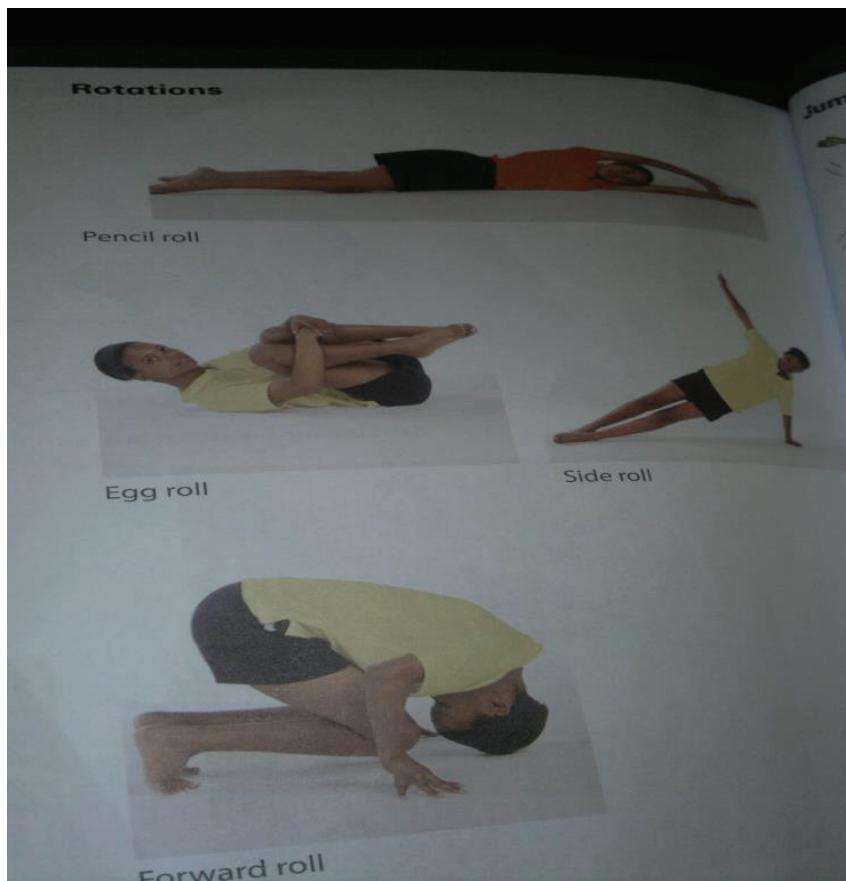
- Body shape: long narrow shape, wide shape, twisted shape, rounded shape.
- Speed: fast, slow, sustained.
- Direction: forward, backwards, sideways, upwards, downwards, turning in both directions.

EXAMPLES

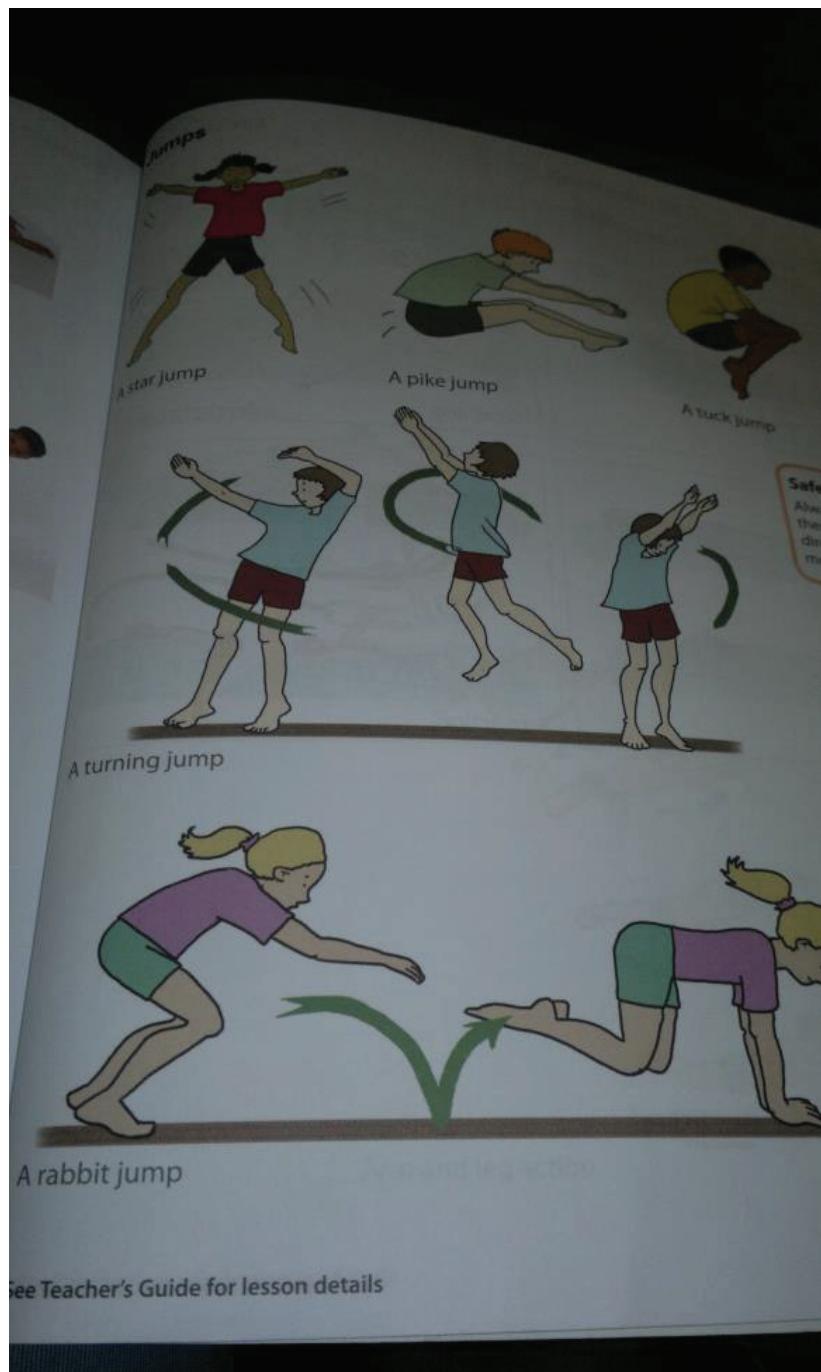
- SHAPE



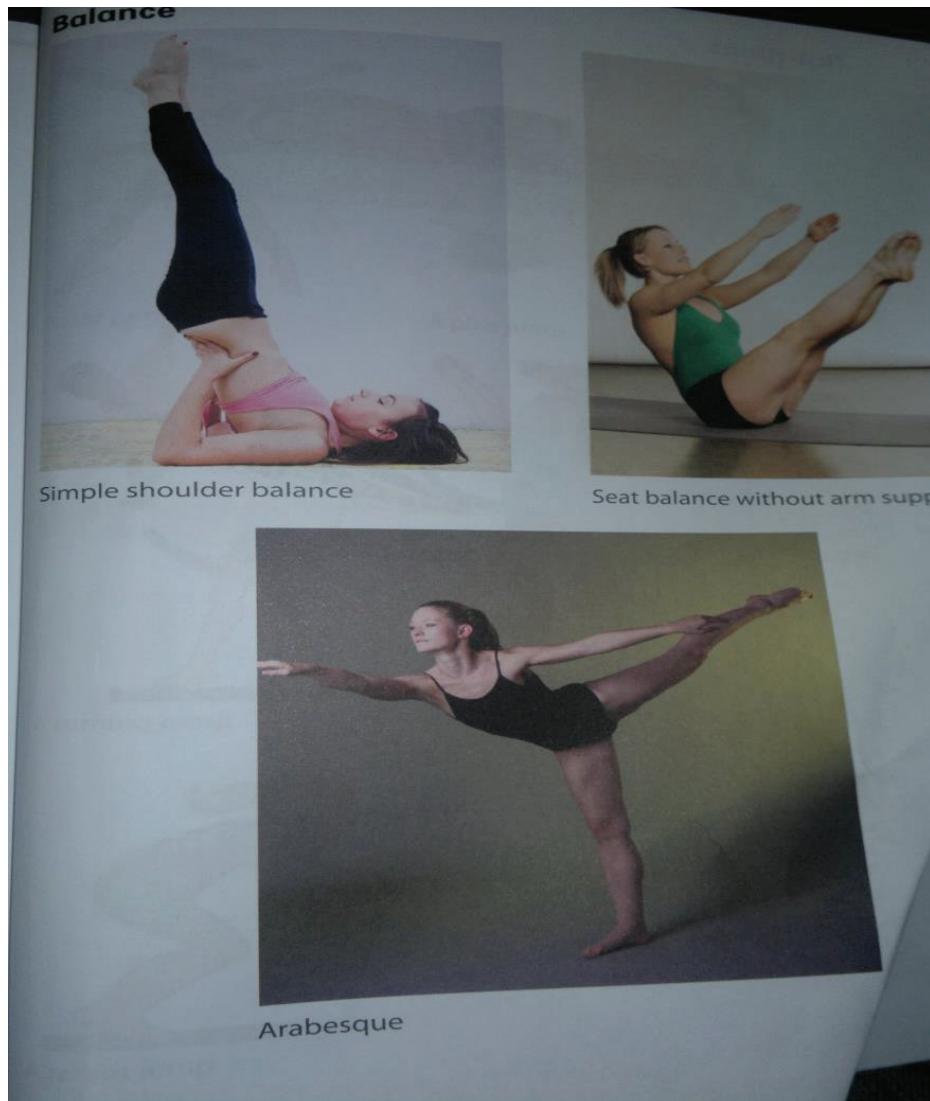
- ROTATION



- JUMPS



BALANCE



FORMAL ASSESSMENT

GRADE 4 & 5

ACTIVITY 1

Learners are assessed on the following:

1. Effort
2. Skills in athletics:
 - Shot put and long jump
 - Relay and track athletics.

ACTIVITY 2

The following swimming skills are assessed:

- Participation
- Effort
- Ability to follow instructions
- The ability to work as a pair, team and group.

GRADE 6
FORMAL ASSESSMENT
ACTIVITY 1

Learners are formally assessed on gymnastic and then swimming activities.
The teacher evaluates the following skills:

- The ability to change speed
- The ability to change shape
- The ability to change direction
- Effort
- Participation
- The ability to follow instructions
- The ability to work in pairs, teams and groups.



EXEMPLAR FORMAL ASSESSMENT
GRADE 6

GRADE 6

NOVEMBER: Multi-Grade Examination

LIFE SKILLS (PSW)

DURATION: 1½ hours

MARKS : 60

READ THE INSTRUCTIONS CAREFULLY:

1. Write neatly and legibly.
2. Section A and Section B are compulsory.
3. Number each question correctly.
4. Draw a line at the end of each section.

LIFE SKILLS (PSW)

NOVEMBER

GRADE 6

SECTION A

QUESTION 1

State whether the following statements are True or False.

Only write the correct answer (T/F) next to the correct number e.g. (1.1 F)

1.1 HIV/AIDS is a curable communicable disease.

1.2 Sweating is one of the symptoms of TB.

1.3 Peer pressure can be positive or negative.

1.4 Only adults must be treated with respect.

1.5 Animal abuse is allowed in our country. (5)

QUESTION 2: Read the following statements, choose the correct answer.

Write only the correct letter next to the number e.g.(2.1 d)

2.1 He is famous locally and internationally as a NOBEL PRIZE recipient.

- a. John Legend
- b. Archbishop Desmond Tutu
- c. Trevor Noah

(1)

2.2 A person who has a low self - esteem has poor...

- a. self-confidence.
- b. observation.
- c. speech.

(1)

2.3 One of the physical changes that occur during Puberty is...

- a. loss of weight.
- b. talkativeness.
- c. hair growth in the pubic area and in the armpits.

(1)

2.4 Beating and kicking someone is known as...

- a. cyber bullying.
- b. verbal bullying.
- c. physical bullying.

(1)

2.5 Our National Anthem is known as...

- a. Die Stem.
- b. Nkosi sikelel'iAfrika.
- c. God Save the Queen.

(1) (5)

QUESTION 3

Match the word in column A with the correct answer in column B

N.B. Write only the correct letter next to the number e.g. (1.F)

COLUMN A	COLUMN B
3.1 Unique	A. Fixed idea about what people assume about others and how they should behave.
3.2 Puberty	B. One of its kind.
3.3 Self-esteem	C. Can be spread from one person to another.
3.4 Stereotype	D. Changes experienced by girls during the puberty stage.
3.5 Communicable disease	E. Can be high or low.

(5)

QUESTION 4

Choose one national day and write a paragraph about its origin, its importance and how it is celebrated in your community e.g. Workers Day, Freedom Day, Youth Day, Women's Day, Human rights Day or Heritage Day. (5)

QUESTION 5

Fill in the missing word by choosing the appropriate word from the list below:

(Vitamin C, blood, abuse, rite, human)

- | | | |
|--|---|-----|
| 5.1 | means hurting someone either emotionally, physically or sexually. | (1) |
| 5.2 Circumcision is a cultural | for boys in most African cultures. | (1) |
| 5.3 The Constitution stipulates that | rights must be respected. | (1) |
| 5.4 We get | from citrus fruit. | (1) |
| 5.5 Avoid touching someone's | with bare hands. | (1) |
| | | (5) |

SUB TOTAL = 25

SECTION B

QUESTION 6

Read the following passage and answer the questions that follow:

Henri and his brother Louis are refugees from the Democratic Republic of Congo (DRC). They escaped from the DRC because children were forced to take part in the war. Their family is still in the DRC.

The brothers live in a shack in Thembisa, in the backyard of a family friend. Eleven-year-old Henri attends school. Louis, who is aged 14, collects metal, bottles and waste paper and sells them to pay rent and to buy food. Sometimes they have to ask for food from their neighbours. There is no one to attend to them when they get sick and they do not have spare money to buy medicines.

Louis was arrested by the police because he did not have a permit to stay in South Africa. The police told him that he would be kept in a detention centre and sent back to the DRC. Luckily for Louis, Henri's teacher has a sister who is a lawyer. She helped Louis to apply for a permit to stay in South Africa.

Adapted from Oxford University Press

- | | |
|--|------|
| 6.1 What is a refugee? | (2) |
| 6.2 Why did Louis and Henri come to South Africa? | (2) |
| 6.3 How do you know that they live by themselves? | (1) |
| 6.4 How do they get money for rent and food? | (2) |
| 6.5 Identify two children's rights that are violated in this case study. | (2) |
| 6.6 Choose the correct answer from the words in brackets:
Every right has a (law / responsibility). | (1) |
| | [10] |

QUESTION 7

List ANY five items that must be in a First Aid box. [5]

QUESTION 8

Mention ANY five ways in which HIV is transmitted /spread. [5]

TOTAL 20

SECTION C

QUESTION 9

9.1 Mention five ways in which we can avoid food poisoning.

(5)



9.2 Peer pressure means how you copy your age group to fit in. It can make you change your beliefs, attitude and behaviour.

Give five examples of negative peer influence.

(5)

9.3 Write a short paragraph in which you indicate the symptoms for flu.

(5)

SUBTOTAL = 15

GRAND TOTAL = 60

DEPARTMENT OF EDUCATION

GRADE 6

NOVEMBER

Multi-Grade MEMORANDUM

LIFE SKILLS: PSW

DURATION :1½ hours.
MARKS : 60

This memo consists of four pages

SECTION A

QUESTION 1

- 1.1 False ✓
- 1.2 True ✓
- 1.3 True ✓
- 1.4 False ✓
- 1.5 False ✓

[5]

QUESTION 2

- 2.1 b ✓
- 2.2 a ✓
- 2.3 c ✓
- 2.4 c ✓
- 2.5 b ✓

[5]

QUESTION 3

- 3.1 B ✓
- 3.2 D ✓
- 3.3 E ✓
- 3.4 A ✓



3.5 C ✓

[5]

QUESTION 4

Any day may be chosen, e.g. Youth Day (June 16).

1

Origin: On this day riots took place in Soweto when students fought with the apartheid government for forcing them to learn in the medium of Afrikaans at schools.

2

How it is celebrated: Celebrations are held and there are activities such as speeches which are meant to remind young people about the importance of this day and to motivate them to play a role in nation-building.

3

QUESTION 5

5.1 Abuse	✓
5.2 Rite	✓
5.3 Human	✓
5.4 Vitamin C	✓
5.5 Blood	✓

(5)

SUB

TOTAL = 25

SECTION B

QUESTION 6

6.1 A refugee is a person who has fled from his country because of political violence.

(2) ✓✓

6.2 They came to South Africa to seek better work opportunities / they were afraid of the violence in their country / they wanted their children to go to school in South Africa.

✓✓ (1 fact) (2)

6.3 They left their parents in the DRC. ✓ (1)

6.4 He collects and sells scrap metal and bottles. (2)

6.5 Right to food / Right to shelter / Right to safety. ✓✓ (2)

6.6 Responsibility ✓ (1)

[10]

QUESTION 7

Bandages, plasters, cotton wool, gloves, antiseptic ointment, painkillers, tweezers, scissors, (any 5 from list / other relevant items not listed above). [5]

QUESTION 8

1. Sharing needles or any sharp instrument or weapon with an infected person.

2. Having unprotected sex / sex with multiple partners.

3. Touching someone's blood with bare hands / not wearing gloves.

4. From an infected mother to an unborn child OR through breastfeeding.

5 Through blood transfusion. [5]

SUBTOTAL = [20]

SECTION C

QUESTION 9

9.1

1. Always wash your hands before you touch food / after using the toilet/before a meal
2. Wash your hands when you used the toilet.
3. Cook food properly (no overcooking or undercooking).
4. Take note of expiry dates.
5. Do not keep canned/tinned food in the container once it has been opened / avoid using food from dented tins.
Any relevant response.

(5)

9.2

1. Smoking
2. Drinking
3. Stealing
4. Fighting / abusing minors
5. Misbehaving in class / bunking classes/ don't do homework / etc
Any relevant response

(5)

9.3

- Sneezing/ Headaches/ Sore throat/ Fever/ Chills/ Body aches/ Coughing/ Clogged or running nose/ Chest discomfort
(5)

SUB TOTAL = 15

GRAND TOTAL = 60



CREATIVE ARTS

MULTI GRADE ANNUAL OVERVIEW PERFORMING ARTS STUDY AREA INTERMEDIATE PHASE

TOPIC	GRADE 4	GRADE 5	GRADE 6
TOPIC 1: WARM-UP AND PLAY 15 min per lesson	<p>PHYSICAL WARM-UP: Physical warm-up including:</p> <ul style="list-style-type: none"> • active relaxation • travelling movements and freezing • body part isolations • floor work • neutral posture and character postures • jumps (soft landings) 	<p>PHYSICAL WARM-UP as in Grade 4, including: rolling up and down spine</p> <ul style="list-style-type: none"> • cool downs 	<p>PHYSICAL WARM UP as in Grade 5, including:</p> <ul style="list-style-type: none"> • controlled, relaxed use of joints • in floor and aerial movements • transfer of weight movements • in all directions • dance steps and sequences



<p>VOICE WARM UPS including:</p> <ul style="list-style-type: none"> breathing awareness humming, yawning and sighing action songs 	<p>VOCAL WARM UPS, as in Grade 4, including:</p> <ul style="list-style-type: none"> sliding notes harmonizing articulation 	<p>VOCAL WARM UPS as in Grade 5, including:</p> <ul style="list-style-type: none"> breath control centring the voice resonance chanting
	<p>SINGING WARM UPS, including 5 songs:</p> <ul style="list-style-type: none"> in unison in canon in harmony and/or with actions 	<p>SINGING WARM UPS, as in Grade 5, including songs:</p> <ul style="list-style-type: none"> with call and response
<p>TOPIC 2: IMPROVISE AND CREATE 3 hours per term</p>	<p>RHYTHMIC PATTERNS</p> <ul style="list-style-type: none"> using body percussion Instruments using found Objects 	<p>RHYTHMIC PATTERNS using body percussion, repetition, accent, call & response, echo</p> <ul style="list-style-type: none"> MUSICAL PHRASES exploring dynamics, pitch and rhythmic patterns Musical forms (binary and ternary form)

<ul style="list-style-type: none"> • MOVEMENT SEQUENCES (locomotor and non-locomotor) • Movement exploring mood and verbal dynamics • Physical shapes using gesture, posture and balance 	<ul style="list-style-type: none"> • MOVEMENT SEQUENCES (locomotor and non-locomotor) exploring elements of time and force • Pair movement sequences, using copying, leading, following and mirroring, ‘question and answer’, ‘meeting and parting’ 	<ul style="list-style-type: none"> • EXPRESSIVE MOVEMENT/MIME using elements of time, space, weight, energy, force, and developing relationships
	<ul style="list-style-type: none"> • Imaginary objects using mime • CHARACTERS from props • Tableaux in groups 	<ul style="list-style-type: none"> • Mimed actions • Pair role play • CHARACTERS ‘hot seats’ • IMPROVISATION reflecting a social, cultural or environmental issue • SOUND PICTURES to explore mood <ul style="list-style-type: none"> • Conflict (in dialogue, movement and musical phrases) • IMPROVISATION of stories from music • African story using puppetry (optional). • SOUND PICTURES expressing a mood or idea



TOPIC 3: READ, INTERPRET AND PERFORM 3, 5 hours per term	<ul style="list-style-type: none"> • RHYTHMIC PATTERNS in meter (2/4, 3/4, 4/4) • MOVEMENT sentences using props, and in 4/4 • MUSICAL NOTATION (stave, note values, rests, tonic solfa) • SONGS in unison 	<ul style="list-style-type: none"> • MOVEMENT, dance and mime sequences, exploring contrasts, sensory detail, emotional expression, and geometric concepts • MUSICAL NOTATION (stave, note values, rests, clef, tonic solfa, letter names, C major) • SONGS in two or three parts 	<ul style="list-style-type: none"> • RHYTHMIC PATTERNS using drumming techniques • MUSICAL NOTATION (stave, note values, rests, clef, tonic solfa, letter names, C major) • MELODIES in C major • South African songs 	<ul style="list-style-type: none"> • CLASSROOM DRAMAS African folktale or traditional story • CLASSROOM DRAMAS / DANCE presentation reflecting a social, cultural or environmental issue • Group role play • CLASSROOM DRAMAS / DANCE presentation reflecting a social, cultural or environmental issue • Cultural dance 	<ul style="list-style-type: none"> • A RANGE OF MUSIC using percussive and melodic instruments (African and Western): Individual and group performances and • A RANGE OF MUSIC using percussive and melodic instruments (African and Western), and reflecting • Comparison OF TWO TYPES OF DRAMA, DANCE, MUSIC in South Africa <ul style="list-style-type: none"> • Cultural rituals and ceremonies • Key audience behaviours
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processes	<ul style="list-style-type: none"> different genres and styles • TWO CONTRASTING DANCE performances • A live or recorded drama presentation • OWN AND OTHERS PERFORMANCES and processes. 	• OWN AND OTHERS PERFORMANCES and processes
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Groups to work on their own to:

- practise,
- expand on
- develop own,
- or consolidate skills and concepts

Give opportunity for group leaders to facilitate moments of self-directed learning.
It is important to establish a ritual especially with Topic 1

TIME ALLOCATION	TERM 1	GRADE 4	GRADE 5	GRADE 6
Creative Arts : 1.5 hours per week	TOPIC 3 VISUAL LITERACY Observe and discuss/Apply learning to own work	Art Elements in: Images of the human body in action	Art Elements + Design principles in: Images of the human body in action in local environment	Art Elements + Design principles in: Images in monochromatic colour Images of figures with animals
	TOPIC 1 CREATE IN 2 D Make a drawing and/or a painting	Art Elements in: Self Portrait or portrait of family	Art Elements + Design principles in: Own images of self and others in local environment	Art Elements + Design principles in: Monochromatic colour images of figures in an environment
	TOPIC 2 CREATE IN 3 D Make a clay model (sculpture) – Earthenware clay	Art Elements in: Own model of human figure	Art Elements + Design principles in: Own model of human figure	Art Elements + Design principles in: Own model of human figure interacting with an animal
	TERM 2 TOPIC 3	GRADE 4	GRADE 5	GRADE 6

	VISUAL LITERACY Observe and discuss/Apply learning to own work	Art Elements + Design principles in: Lettering / Pattern making	Art Elements + Design principles in: Lettering / Pattern making and African body adornment (decorations)	Art Elements + Design principles in: Lettering and/or radiating patterns (waving)
	TOPIC 1 CREATE IN 2 D Make a drawing and/or a painting	Art Elements + Design principles in: Own lettering or pattern making	Art Elements + Design principles in: Own lettering or pattern making as surface decoration	Art Elements + Design principles in: Own lettering or radiating pattern making
	TOPIC 2 CREATE IN 3 D Make a 3 D artwork from Recyclable material	Art Elements + Design principles in: Mobile or stable	Art Elements + Design principles in: African body adornment (decorations)	Art Elements + Design principles in: A relief Mandala or radiating pattern
	TERM 3 TOPIC 3 VISUAL LITERACY Observe and discuss/Apply learning to own work	GRADE 4	GRADE 5	GRADE 6
				Art Elements + Design principles in: Images of own work Balance in images



	TOPIC 1 CREATE IN 2 D Make a drawing and/or a painting	Art Elements + Design principles in: Own images of wild or domestic animals	Art Elements + Design principles in: Own images of reptiles, insects etc.	Art Elements + Design principles in: Own images of portraits, shells, shoes etc.
	TOPIC 2 CREATE IN 3 D Make a clay model (sculpture) – Earthenware clay	Art Elements + Design principles in: Own modelling of wild or domestic animals	Art Elements + Design principles in: Own modelling of reptiles, insects etc.	Art Elements + Design principles in: Own observed models (balance and deep and shallow space)
	TERM 4	GRADE 4	GRADE 5	GRADE 6
	TOPIC 3 VISUAL LITERACY Observe and discuss/Apply learning to own work	Art Elements + Design principles in: The natural world	Art Elements + Design principles in: Images of things that can fly (natural and mechanical)	Art Elements + Design principles in: Images of buildings and architecture
	TOPIC 1 CREATE IN 2 D Make a drawing and/or a painting	Art Elements + Design principles in: Own images of the natural world	Art Elements + Design principles in: Own images of things that can fly (natural and	Art Elements + Design principles in: Own images of

		mechanical) buildings and architecture and the environment
TOPIC 2 CREATE IN 3 D	Art Elements + Design principles in: Own construction of a kite or a dream catcher or a birdfeeder Recyclable material	Art Elements + Design principles in: Own construction of things that can fly (natural and mechanical) Art Elements + Design principles in: Own construction of buildings and architecture and the environment

LIFE SKILLS – INTERMEDIATE PHASE OVERVIEW FOR MULTI GRADE SCHOOLS GRADE 4 – 6 VISUAL ARTS



PROGRAMME OF ASSESSMENT FOR MULTI GRADE 4 – 6 Life Skills

Grade 4 Term 1	Grade 5 Term 1	Grade 6 Term 1
PSW: Assignments / Design and make Total: 30	PSW: Assignments /Case Study / Design and make Total: 30	PSW: Assignments /Case Study Total: 30
PET: Participation and Observation Total: 30	PET: Participation and Observation Total: 30	PET: Participation and Observation Total: 30
CAT: Visual art product or Performing Arts performance. Total: 40	CAT: Visual art product or Performing Arts performance. Total: 40	CAT: Visual art product or Performing Arts performance. Total: 40
Grade 4 Term 2	Grade 5 Term 2	Grade 6 Term 2
PSW: Test (term 1 & 2 work) Total: 30	PSW: Test (term 1 & 2 work) Total: 30	PSW: Test (term 1 & 2 work) Total: 30
PET: Participation and Observation Total: 30	PET: Participation and Observation Total: 30	PET: Participation and Observation Total: 30
CAT: Performing Arts performance or Visual Arts. Total: 40	CAT: Performing Arts performance or Visual Arts. Total: 40	CAT: Performing Arts performance or Visual Arts. Total: 40
Grade 4 Term 3	Grade 5 Term 3	Grade 6 Term 3
PSW: Project Total: 30	PSW: Project Total: 30	PSW: Project Total: 30
PET: Participation and	PET: Participation and	PET: Participation and
		TOTAL 100
		TOTAL 100
		TOTAL 100

Observation Total: 30	Observation Total: 30	Observation Total: 30
CAT: Visual art product or Performing Arts performance. Total: 40	CAT: Visual art product or Performing Arts performance. Total: 40	CAT: Visual art product or Performing Arts performance. Total: 40
Grade 4 Term 4	Grade 5 Term 4	Grade 6 Term 4
PSW: End year Examination Total: 30	PSW: End year Examination Total: 30	PSW: End year Examination Total: 30
PET: Participation and Observation Total: 30	PET: Participation and Observation Total: 30	PET: Participation and Observation Total: 30
CAT: Performing Arts performance or Visual Arts. Total: 40	CAT: Performing Arts performance or Visual Arts. Total: 40	CAT: Performing Arts performance or Visual Arts. Total: 40
TOTAL 100	TOTAL 100	TOTAL 100

MULTI GRADE ANNUAL TEACHING PLAN PERFORMING ARTS TERM 1

Annual Teaching plan: Life Skills **CREATIVE ARTS**

Term 1	Grade 4	Recommended texts/resources for all	Grade 5	Recommended texts/resources for all
Recommended texts/resources for all	Recommended texts/resources for all	Recommended texts/resources for all	Grade 6	Recommended texts/resources for all



topics for the term.	topics for the term. <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drum/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 note values • Props, including cans, stones, newspapers, materials, chairs, balls and a large variety of different sized and shaped objects • Textbook 	topics for the term. <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audio-visuals with a range of suitable music • Charts and posters (such as C major scale on treble stave, etc.) • Charts and posters (including musical notation on a stave of a single line) • Pictures of and recorded/live music using Western or African string and woodwind instruments • Textbook 	topics for the term. <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drums and audio-visuals with a range of suitable music • Charts and posters (such as C major scale on treble stave, etc.) • African folktales or traditional stories • Resources on South African drama • Textbook
Topic	Topic 1: Warm up and play	Topic 1: Warm up and play	Topic 1: Warm up and play
Suggested contact time	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)
Content/concepts/ skills	Content/concepts/skills <ul style="list-style-type: none"> • Active relaxation in stillness and movement (e.g. tense and release exercises; use of imagery to loosen hands, 	Content/concepts/skills <ul style="list-style-type: none"> • Rhythm games using body percussion and movement • Physical warm up for coordination and control 	Content/concepts/skills <ul style="list-style-type: none"> • Body percussion games (including in unison, in canon, in two parts, and/or call and response)

	<p>fingers, shoulders, neck, face, spine, hip joints, legs, feet)</p> <ul style="list-style-type: none"> • Travelling (consider direction, weight, levels) and freezing: <ul style="list-style-type: none"> -- in personal (own) and general (shared) space -- in movement and in games -- in duple or quadruple meter (2/4 or 4/4), or free • Name games (e.g. using clapped rhythms and body percussion to explore the meter/accents of the names) • Concentration and listening games • Creativity games (e.g. using props in turn as anything but what they are) • Voice warm up, using humming • Action songs to accompany physical warm ups 	<p>(including spinal warm up, body part isolations, arm swings, etc.)</p> <ul style="list-style-type: none"> • Vocal warm up (including breathing awareness exercises with co-ordinated arm swings, into sighs, into hums at different pitches, etc.) • Singing warm up (including South African songs in unison, in canon and/or with actions) • Concentration and focus games (using freezing/travelling, and sensory awareness) • Cool downs (including stretches and flowing movements) 	<ul style="list-style-type: none"> • Physical warm ups for coordination and control (including 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) • Vocal warm ups (including breath control exercises, resonance, tonal qualities in speech/song) • Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response). • Concentration and focus games (using freezing/travelling, and sensory awareness) • Cool downs (including stretches and flowing movements)
Topic	Topic 2: Improvise and create	Topic 2: Improvise and create	Topic 2: Improvise and create
Suggested contact time	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term
Content/concepts/skills	Content/concepts/skills	Content/concepts/skills	Content/concepts/skills



	<p>minims and minim rests) using body percussion and/or percussion instruments</p> <ul style="list-style-type: none"> 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 Rhythm patterns, combining locomotor movements with sound (voice/body percussion), to walking, running, and skipping note values 	<p>minim, crotchet, quaver and the equivalent rests), using percussive instruments and percussive instruments</p> <ul style="list-style-type: none"> Locomotor and non-locomotor movement sequences exploring elements of time (tempo, beats, meter), individually and in unison (including jump, turn, bend, stretch, twist, skip, gallop, crawl, roll, slide, swing, sway, reach, push, pull) Mimed actions, using the five senses (seeing, hearing, tasting, touching, smelling) 	<p>dynamics, tempo, articulation, pitch and rhythm</p> <ul style="list-style-type: none"> Sound pictures using instruments of different tone colour, pitch and dynamics to express a mood or idea Movement sequences inspired by sound pictures to express a mood or idea Expressive movement and mime in response to cues from teacher, focusing on all body parts, including showing emotions, characters and actions 	<p>Topic 3: Read, interpret and perform</p> <p>Suggested contact time: total of 3,5 hours per term</p> <p>Content/concepts/skills</p> <ul style="list-style-type: none"> Rhythms (crotchets, minims, crotchet rests, minim rests) using body percussion and/or percussion instruments Songs, in unison, in tune and in time to accompaniment of the group 	<p>Topic 3: Read, interpret and perform</p> <p>Suggested contact time: total of 3,5 hours per term</p> <p>Content/concepts/skills</p> <ul style="list-style-type: none"> Notation of rhythms on single line stave (semi-breve, crotchet, minim and quaver note values and equivalent rests) Movement sequences exploring contrasts 	<p>Topic 3: Read, interpret and perform</p> <p>Suggested contact time: total of 3,5 hours per term</p> <p>Content/concepts/skills</p> <ul style="list-style-type: none"> Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to
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	<ul style="list-style-type: none"> Movement sentences, using props, including cans, stones, newspapers, materials, chairs, balls and a large variety of objects Animation (bringing to life) of objects (props, puppets) to portray a character or tell a simple story 	<ul style="list-style-type: none"> including contrasts in time (slow/quick), levels (high/medium/low), direction (forwards/backwards/sideways/upwards/downwards/diagonally) and force (smooth/jerky, strong/light) Mime sequences around a central action, using the five senses and exploring contrasts in time, levels, directions and force Musical phrases with voice and/or instruments that explore contrasts in dynamics, pitch and rhythmic patterns 	<ul style="list-style-type: none"> An African folktale or traditional story. Read and interpret an appropriate story, then improvise and develop a short drama for presentation Consider: <ul style="list-style-type: none"> – clear plot and credible characters – highlighting key moments – using space and narrative devices effectively. Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle, etc. Use these at key moments in the drama performance to underscore action, create an interlude, introduce tension and/or character C Major scale and simple melodies in C Major 	<p>Topic 4: Appreciate and</p> <p>Topic 4: Appreciate and</p>
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Suggested contact time	reflect on Suggested contact time: total of 1 hour per term	reflect on Suggested contact time: total of 1 hour per term	reflect on Suggested contact time: total of 1 hour per term	reflect on Suggested contact time: total of 1 hour per term
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> The expressive qualities of percussive musical instruments in an African music piece. 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). Own and other's performances and processes using simple creative arts terminology. <p>Key terms: warm up, relaxation, tension, freeze, travelling, personal space, general space, improvise, concentration, body percussion, crotchet, minim, rest, unison.</p>	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Selected examples of Western or African music, classifying instruments both visually and aurally (listening and viewing pictures), considering timbre and expression of different moods Own and other's performances and processes using simple creative arts terminology <p>Key terms: breathing, focus, canon, call and response, semi-breve, minim, crotchet, quaver, rest, rhythm, senses, time, level, direction, force, pitch, mood</p>	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Two 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) Key audience behaviours such as respect, support, appreciation, silence while watching, applause Own and other's performances and processes using simple creative arts terminology <p>Key terms: breathing, focus, canon, call and response, two-part, C major, scale, African folktales, key moments, underscore, interlude, audience behaviour, drumming technique, drama types</p>	PRACTICAL 40 MARKS

WEEKLY LESSON PLANS PERFORMING ARTS TERM 1



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

LIFE SKILLS (CREATIVE ARTS): WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES TERM 1

NAME OF SCHOOL	NAME OF TEACHER	DATES			
GRADE	4,5&6	DURATION	1 hr	TOPIC	
STUDY AREA/ STREAM	PA	CONTENT			
				<p>TOPIC 1</p> <p>Grade 4: Name games (e.g. using clapped rhythms and body percussion to explore the meter/accent of the names)</p> <p>Grade 5: Rhythm games using body percussion and movement</p> <p>Grade 6: Body percussion games</p> <p>Singing warm ups (including traditional songs in unison, canon, in two-part harmony and/or call and response).</p>	
				<p>TOPIC 2</p> <p>GRADE 4: • Short rhythm patterns (crotchets, crotchet rests, minims and minim rests) using body percussion and/or percussion instruments</p> <p>GRADE 5:• Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments</p> <p>GRADE 6: Music phrases with voice and/or instruments exploring dynamics, tempo, articulation, pitch and rhythm</p>	
				RESOURCES	
				• Open space	

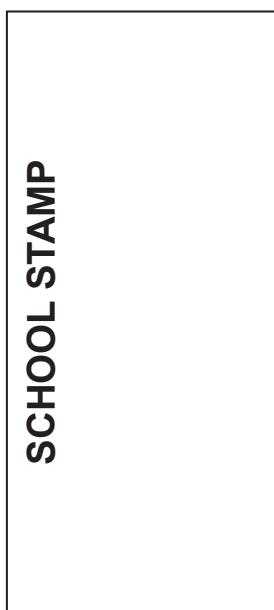
	<ul style="list-style-type: none"> • Found or made musical instruments • Audio equipment and audiovisuals with a range of suitable music • Textbook <p>Chart / Posters</p>																				
CONCEPTS DEVELOPMENT	<p>Grade 4: warm up, general space, improvise, concentration, body percussion, crotchet, minim, rest, unison.</p> <p>Grade 5: warm up, semibreve, minim, crotchet, quaver, rest, rhythm, pitch.</p> <p>Grade 6: warm up, drumming technique, rhythm, dynamic, tempo, pitch.</p>																				
CLASSROOM ENVIRONMENT	<p>Learners will be taught as a whole class.</p> <table border="1"> <thead> <tr> <th>TEACHING METHODS</th> <th>GRADE 4</th> <th>GRADE 5</th> <th>GRADE 6</th> </tr> </thead> <tbody> <tr> <td>Group teaching</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Individual work</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Group teaching</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Whole class teaching</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	TEACHING METHODS	GRADE 4	GRADE 5	GRADE 6	Group teaching				Individual work				Group teaching				Whole class teaching			
TEACHING METHODS	GRADE 4	GRADE 5	GRADE 6																		
Group teaching																					
Individual work																					
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INCLUSIVITY	Based on the learner's ability.																				
TEACHING ACTIVITIES (What will the teacher do?)	<p>LEARNING ACTIVITIES (What will the learners do?)</p> <table border="1"> <thead> <tr> <th>GRADE 4</th> <th>GRADE 5</th> <th>GRADE 6</th> </tr> </thead> <tbody> <tr> <td>Explain the importance of warming up and cooling down to the whole class.</td> <td>Explain all the concepts to the learners using real examples as well as the ones from the textbooks.</td> <td>Learners will write the meanings on the posters and paste them on the wall at their learning corners.</td> </tr> <tr> <td>Introduction - Whole class activity</td> <td></td> <td>Explains and demonstrate to learners how to do name games and body percussions.</td> </tr> </tbody> </table>	GRADE 4	GRADE 5	GRADE 6	Explain the importance of warming up and cooling down to the whole class.	Explain all the concepts to the learners using real examples as well as the ones from the textbooks.	Learners will write the meanings on the posters and paste them on the wall at their learning corners.	Introduction - Whole class activity		Explains and demonstrate to learners how to do name games and body percussions.											
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Introduction - Whole class activity		Explains and demonstrate to learners how to do name games and body percussions.																			

TOPIC 1	<p>Learners will perform a warm up exercise:</p> <ol style="list-style-type: none"> breathing exercises like control of the diaphragm. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending Let one learner say the name and the rest clap to the rhythm of that name then take turns. Change the body percussion under this sequence: stamp and click. 	<p>Learners will perform a warm up exercise:</p> <ol style="list-style-type: none"> breathing exercises like control of the diaphragm. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending Learners will use body percussion found or made percussions to play a clear rhythm from the Grade 4's activity. The sequence may be: grade 4 claps, grade 5 clicks and grade 4 stamps, grade 5 claps. 	<p>Learners will perform a warm up exercise:</p> <ol style="list-style-type: none"> breathing exercises like control of the diaphragm. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending Learners will use body percussion found or made percussions to play a clear rhythm from the Grade 4's and 5s. The sequence may be: stamp, click and clap vice versa to grade 4 and 5.
TOPIC 2	<p>Short rhythm patterns (crotchets, crotchet rests, minims and minim rests) using body percussion and/or percussion instruments</p>	<p>Rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments</p>	<p>Learners create music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm</p>

NOTE TO THE TEACHER:

- Grade 4 – 6 will do the same content.

FORM ASSESSMENT REFLECTION:	Informal / Formal	TOOLS	Checklist
HOD'S SIGNATURE:			



INFORMAL ACTIVITIES PERFORMING ARTS TERM 1

WORKSHEET

Informal activity Term 1

Grade 4

Activity 1:

Work individually

- Your teacher will hum one note. All join in. Remember, you hum with your lips closed.
- Hum as loud as you can.
- Hum as softly as you can.
- Imitate your teacher as he / she makes the note higher or lower. Try to relax your face while you hum.

NOTE TO TEACHERS:

The following warm up checklist must be used for grade 4, 5 and 6 (activity 1)

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Managed to hum with the lips closed.				
Managed to hum as loud as they can.				
Managed to hum as softly as they can.				
Managed to imitate the teacher on higher and lower notes.				

Activity 2:

Work in groups (Stand in a circle)

- Say your name. The others should clap to the parts of your name.
- All learners must say their name as the rest clap to the parts of the names.
- Do the same activities, but this time stamp the parts of the name with your feet.
- Lastly, repeat the same activity, but clicking your fingers.

Example: If your name is Lulu, you say it out, and the rest in the group will clap once for the first Lu then again for the second Lu. Then do it using the following names Ngube'ghusha and Nozipho, Follow the same by stamping then a click.



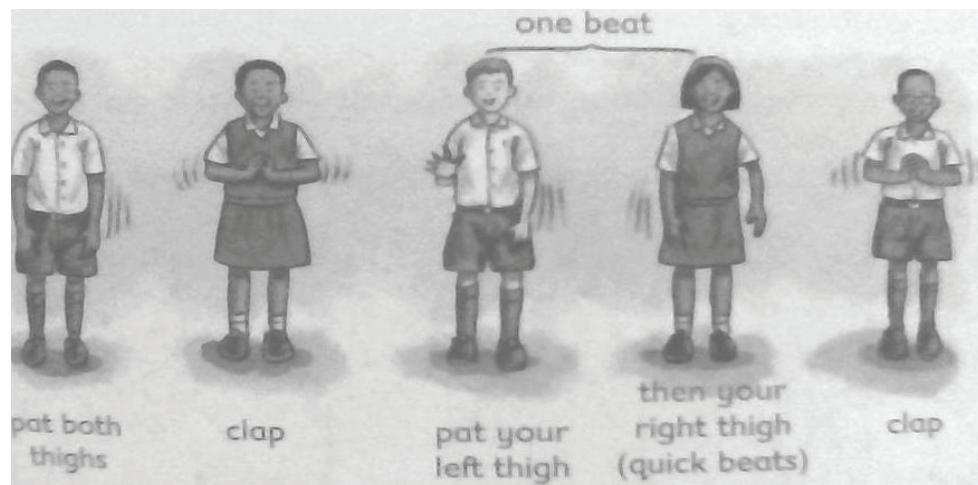
CHECKLIST

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Managed to say their names.				
Managed to clap to parts of their names.				
Managed to stamp to parts of their names.				
Managed to repeat the same activity but clicking with their fingers.				

Activity 3:

- Sing the song below and clap on every word part that is underlined. Tell what rhythm is underlined in each word.

*Twinkle, twinkle, little star,
How I wonder what you are.
Up above the world so high
Like a diamond in the sky.
Twinkle, twinkle, little star,
How I wonder what you are.*



CHECKLIST

CRITERIA	POOR	FAIR	GOOD	EXCELLENT
Learners managed to practise the body percussion pattern with the song.				
Learners managed to choose a popular song and make body percussion when singing the song.				

Activity 1: (Same as Grade 4 & 6)

Work individually

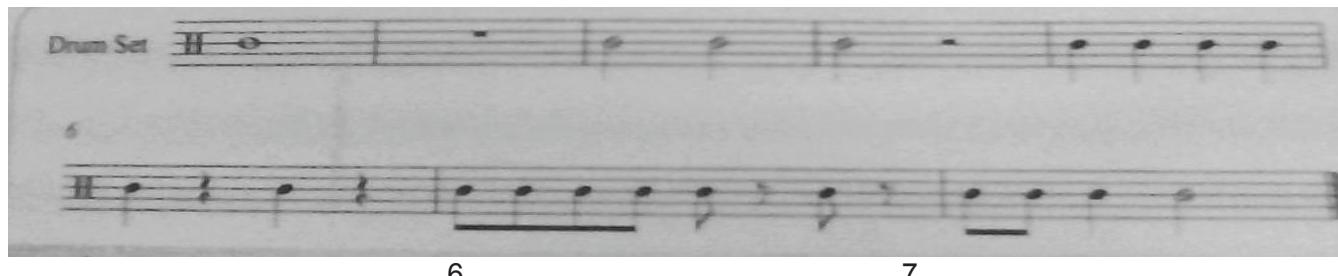
- Your teacher will hum one note. All join in. Remember, you hum with your lips closed.
- Hum as loud as you can.
- Hum as softly as you can.
- Copy your teacher as he / she makes the note higher or lower. Try to relax your face while you hum.

Activity 2:

Work in pairs

- Look at the rhythm in the piece below.

1 2 3 4
5



8

- Discuss with your partner the names of notes and rests used in each bar. Using body percussion of your choice, for example clapping your hands or stamping of your feet, play this 8 – bar rhythmic pattern.

CHECKLIST

CRITERIA	YES	NO
Learners managed to discuss with their partners the names of notes and rests used in each bar, using body percussion of their choices, for example clapping their hands or stamping of their feet, and to play the 8 – bar rhythmic pattern.		

Activity 3:

Individually

- Now write your own combination of notes on a single line stave. These could be semibreve, crotchets, quavers or their equivalent rests.
- Combine them in such a way that they make up 2 bars of 4 crotchets in each bar.
- Show your pattern to your partner and see whether they can perform the two bars either on a percussion instrument, or using body percussion.

CHECKLIST

CRITERIA	YES	NO
Managed to write own combination of notes on a single line stave, such as semibreve, crotchets, quavers or their equivalent rests.		
Managed to combine the notes in such a way that they make		

up 2 bars of 4 crotchets in each bar.		
Managed to show patterns to partners and see whether they can perform the two bars either on a percussion instrument, or using body percussion.		

Grade 6

Activity 1: (done simultaneously with the grade 4 & 5)

Work individually

- Your teacher will hum one note. All join in. Remember, you hum with your lips closed.
- Hum as loud as you can.
- Hum as softly as you can.
- Copy your teacher as he / she makes the note higher or lower. Try to relax your face while you hum.

Activity 2:

Group work

- Sing a song that the grade 4 and 5 are singing.
- Work out your own accompaniment to the section of the song with your instrument or body percussion.

Activity 3:

- Perform the song by singing the words and playing your instruments.

Activity 4:

- A musical phrase can be compared to something in written language; what is it?
- Describe dynamics in music in your own words.
- Describe tempo in music in your own words.
- Describe articulation in a song in your own words.

CHECKLIST

ACTIVITY	CRITERIA	POOR	AVERAGE	EXCELLENT
1	Managed to perform the song by singing the words and playing instruments.			
2	Managed to compare a musical phrase to a written language.			
2	Managed to describe dynamics in music in own words.			
2	Managed to describe tempo in music in own words.			
2	Managed to describe articulation in a song in own words.			

ASSESSMENT PERFORMING ARTS TERM 1

FORMAL ASSESSMENT EXAMPLER

GRADE 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

STUDY AREA: P.A.

TOPIC: T1: WARM UP AND PLAY

T2: IMPROVISE AND CREATE

TYPE OF ASSESSMENT: PERFORMANCE

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO LEARNERS:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on performance and full participation
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 4

ACTIVITY 1

Perform the following warm up exercise:

1. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending.
2. Let one learner say the name and the rest clap to the rhythm of that name then take turns. Change the body percussion under this sequence: stamp and click.

ACTIVITY 2

Perform short rhythm patterns (crotchets, crotchet rests, minims and minim rests) using body percussion and/or percussion

Instruments'

Rubric	0-5	6-10	11-15	16-20
Description Grade 4	1	2	3	4
1. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending.				
2. Saying the name and the rest clap to the rhythm of that name then take turns. Change the body percussion under this sequence: stamp and click.				

3. Performing short rhythm patterns (crotchets, crotchet rests, minims and minim rests) using body percussion and/or percussion instruments				
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RUBRIC

Levels	1 0-5	2 6-10	3 11-15	4 16-20
Assessment Criteria				
Performance of rhythmic patterns	poor rendition of rhythmic patterns	fair rendition of rhythmic patterns	good rendition of rhythmic patterns	Very good rendition of rhythmic patterns
Use of body percussion and percussion instrument.	poor use of body percussions and percussion instrument	fair use of body percussions and percussion instrument	good poor use of body percussions and percussion instrument	Very good use of body percussions and percussion instrument

FORMAL ASSESSMENT EXAMPLER

GRADE 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

STUDY AREA: P.A.

TOPIC: T1: WARM UP AND PLAY

T2: IMPROVISE AND CREATE

TYPE OF ASSESSMENT: PERFORMANCE

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO LEARNERS:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on performance and full participation
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 5

ACTIVITY 1

Perform the following warm up exercise:

1. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending.
2. Use body percussion, found or made percussions to play a clear rhythm from the Grade 4's activity. The sequence may be: grade 4 claps, grade 5 clicks and grade 4 stamps, grade 5 claps.

ACTIVITY 2

Perform rhythm patterns of different note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments.

RUBRIC

Description Grade 5	0-5	6-10	11-15	16-20
<ol style="list-style-type: none">1. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending.2. Using body percussion, found or made percussions to play a clear rhythm from the Grade 4's activity. The sequence may be: grade 4 claps, grade 5 clicks and grade 4 stamps, grade 5 claps.3. Performing rhythm patterns of different				

note values (semibreve, minim, crotchet, quaver and the equivalent rests), using body percussion and percussive instruments.				
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RUBRIC

Levels	1 0-5	2 6-10	3 11-15	4 16-20
Assessment Criteria				
Performance of rhythmic patterns	poor rendition of rhythmic patterns	fair rendition of rhythmic patterns	good rendition of rhythmic patterns	Very good rendition of rhythmic patterns
Use of body percussion and percussion instrument.	poor use of body percussions and percussion instrument	fair use of body percussions and percussion instrument	good poor use of body percussions and percussion instrument	Very good use of body percussions and percussion instrument

FORMAL ASSESSMENT EXAMPLER

GRADE 6

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

STUDY AREA: P.A.

TOPIC: T1: WARM UP AND PLAY

T2: IMPROVISE AND CREATE

TYPE OF ASSESSMENT: PERFORMANCE

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO LEARNERS:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on performance and full participation
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 6

ACTIVITY 1

Perform the following warm up exercise:

1. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending.
2. Use body percussion, found or made percussions to play a clear rhythm from the Grade 4s and 5s. The sequence may be: stamp, click and clap vice versa to grade 4 and 5.

ACTIVITY 2

Create and perform music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm.

RUBRIC

Description Grade 6	1 0-5	2 6-10	3 11-15	4 16-20
1. Humming scales (doh, re, mi, fah, soh, lah, ti, doh), ascending and descending. 2. Using body percussion, found or made percussions to play a clear rhythm from the Grade 4s and 5s. The sequence may be: stamp, click and clap vice versa to grade 4				

and 5.

3. Creating and performing music phrases with voice and/or instruments, exploring dynamics, tempo, articulation, pitch and rhythm.

RUBRIC

Levels	1 0-5	2 6-10	3 11-15	4 16-20
Assessment Criteria				
Performance of phrases	Phrases are not displayed.	Very poor rendition of phrases	Poor rendition of phrases	Fair rendition of phrases
Exploring of dynamics, tempo, articulation, pitch and rhythm.	Dynamics, tempo, articulation, pitch and rhythm not explored.	Very poor exploration of dynamics, tempo, articulation, pitch and rhythm	Poor exploration of dynamics, tempo, articulation, pitch and rhythm	Fair exploration of dynamics, tempo, articulation, pitch and rhythm

MULTIGRADE ANNUAL TEACHING PLAN

VISUAL ART TERM 1

Annual Teaching plan: Life Skills Creative Arts – Visual Arts TERM 1

Term 1	Grade 4	Grade 5	Grade 6
Topic	Topic 3: Visual literacy	Topic 3: Visual literacy	Topic 3: Visual literacy
Recommended texts/resources	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli
Contact time	Contact time 1 Hour	Contact time 1 Hour	Contact time 1 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the human body in action • Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the human body in action • Apply learning to own work 	Content/concepts/skills <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of the human body in action • Questions to deepen and extend observation of elements and design principles 	Content/concepts/skills <p>Observe and discuss visual stimuli in photographs, artworks and real objects to identify monochromatic colour in images</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images of figures with animals • Questions to deepen and extend observation of elements and design principles • Apply, identify and

		principles Apply to own and others' work	personally interpret in own work
Topic	Topic 1: Create in 2D, family and friends	Topic 1: Create in 2D, images of self and others in local environment	Topic 1: Create in 2D, figures with animals
Recommended texts/resources	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: secondary colour used in own images of self and others • Design principles: contrast used in own images of self and others 	Content/concepts/skills <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: use of complementary colour in own images of self and others in local environment • Design principles: emphasis (focal point) used in own images of self and others in local environment 	Content/concepts/skills <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: monochromatic colour used in own images of figures in an environment • Design principles: balance used in own images of figures in an environment
Topic	Topic 2: Create in 3D, self and others	Topic 2: Create in 3D, self and others in local Environment	Topic 2: Create in 3D, figures with animals
Recommended texts/resources	Recommended texts/resources	Recommended texts/resources	Recommended texts/resources

	Earthenware clay	Earthenware clay	Earthenware clay
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Skills and techniques: earthenware clay Art elements: texture, shape/form used in own models of human figure Design principles: use and naming of contrast, e.g. in shapes and sizes of components of own model Spatial awareness: conscious use of space, e.g. front, back and sides of model to be completed Appropriate use of tools 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Skills and techniques: earthenware clay Art elements: reinforce texture, shape/form in own models of human figure Design principles: introduce emphasis in own models of human figure Spatial awareness: reinforce conscious awareness of working in space, e.g. front, back and sides of model to be completed Appropriate use of tools 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Skills and techniques: earthenware clay Art elements: reinforce texture, shape/form in own models of human figure interacting with animal Design principles: introduce balance in own models of the human figure interacting with an animal Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space Appropriate tidiness and sharing of space

WEEKLY LESSON PLAN VISUAL ART TERM 1

LIFE SKILLS: CREATIVE ARTS WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES TERM 1

NAME OF SCHOOL	NAME OF TEACHER	DATES



STUDY AREA	V.A.	DURATION	2hrs 30 mins	TOPIC	Grade 4 - 6: T3: Visual literacy T1: Create 2D
CONTENT	<p>GRADE 4: T3: Observe and discuss visual stimuli in photographs and real objects to identify and name all art elements in images of the human body in action</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs and real objects to identify and name contrast in images of the human body in action • Apply learning to own work <p>T1: • Drawing and/or colour media: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> • Art elements: secondary colour used in own images of self and others • Design principles: contrast used in own images of self and others <p>GRADE 5: T3: • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colour in images of the human body in action</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs ,artworks and real objects to identify and name emphasis in images of the human body in action • Questions to deepen and extend observation of elements and design principles • Apply to own and others' work <p>T1: • Drawing and/or colour media: exploring a variety of media and techniques</p> <ul style="list-style-type: none"> • Art elements: use of complementary colour in own images of self and others in local environment • Design principles: emphasis (focal point) used in own images of self and others in local environment <p>GRADE 6: •T3: Skills and techniques: earthenware clay</p> <ul style="list-style-type: none"> • Art elements: reinforce texture, shape/form in own models of human figure interacting with animal • Design principles: introduce balance in own models of the human figure interacting with an animal • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space 				

	<ul style="list-style-type: none"> Appropriate tidiness and sharing of space. T1: • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: monochromatic colour used in own images of figures in an environment • Design principles: balance used in own images of figures in an environment.
RESOURCES	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paints, charts.
CONCEPTS DEVELOPMENT	Observe, visual stimuli, photographs, real objects, art elements, contrast, identify, skills, technique, earthenware, texture, models, emphasis, spatial awareness, tools, shape/form, balance, tidiness, space, sharing, media, portraits, shells, domestic/wild animals, reptiles, colour media.
INCLUSIVITY	Based on the learners needs.
NOTE TO TEACHER	<p>DECIDE WITH THE GROUP ON THE NOISE LEVEL, IS IT GOING TO BE:</p> <p>Silent working Classroom talk</p> <p>The teacher must ensure that all relevant media is available before the learners start with the lesson.</p>
	<p>GRADE 4 Learners will observe and discuss visual stimuli in photographs and real objects.</p> <p>Learners will identify and name all art elements and contrast in images of the human body in action.</p>
METHODOLOGY	<p>GRADE 5 Learners will observe and discuss visual stimuli in photographs, artworks and real objects to identify and name complementary colours and emphasis in images of the human body in action.</p> <p>Learners will write</p>
	<p>GRADE 6 Learners will observe and discuss visual stimuli in photographs, artworks and real objects to identify and name monochromatic colour in images.</p> <p>Learners will observe and</p>



the meanings on the posters and paste them on the wall at their learning corners.	<p>Learners will apply learning to own work</p> <p>Learners will draw and explore a variety of colour media and techniques.</p>	<p>Learners will ask questions to deepen and extend observation of elements and design principles.</p> <p>Learners will apply to own and others' work.</p>	<p>Learners will ask questions to deepen and extend observation of elements and design principles and apply, identify and personally interpret in own work.</p>		<p>Learners will draw and explore a variety of colour media and techniques.</p>		<p>Learners will draw and explore a variety of colour media and techniques.</p>		<p>Considering art elements and design principles learners will use complementary colours in own images of self and others in local environment.</p>
		ACTIVITY (Informal / Formal)	<p>Draw and explore a variety of colour media and techniques and consider the art elements and design principles such as secondary colour and contrast respectively used in own</p>		<p>Apply to own and others' work by drawing and exploring a variety of colour media and techniques as well as considering art elements and design principles and the use</p>		<p>Apply to own and others' work by drawing and exploring a variety of colour media and techniques as well as considering art elements and</p>		<p>considering art elements and</p>

Images of self and others	of complementary colours and emphasis respectively in own images of self and others in local environment.	design principles and the use of monochromatic colours and balance respectively in own images of self and others in local environment.
HOD's Signature		SCHOOL STAMP

INFORMAL ACTIVITIES VISUAL ART TERM 1

Informal Activity Term 1



**Worksheet
Grade 4
Activity 1:
Individually**

Study the following picture of a zebra.
Draw your own zebra looking at the one underneath and answer the following questions:



Questions

- Find and describe two contrasting lines on both pictures.
- Find and describe two contrasting shapes on both pictures.
- Find and describe two contrasting colours on both pictures.
- Find and describe two contrasting textures on both pictures.
- Find and describe two contrasting tones on both pictures.

Criteria	Yes/No	Suggestion
1. Were contrasting lines found for both pictures?		
2. Were contrasting shapes found for both pictures?		

3. Were contrasting colours found for both pictures?
4. Were contrasting textures found for both pictures?
5. Were contrasting tones found for both pictures?

GRADE 5

Cut out a picture of an existing art work that you like most.

➤ Draw your own art work and paste them on paper.

➤ Compare the two under the following headings:

- Describe the two art works.
- Describe the **texture** used in both art works.
- Describe the **lines** used on the two art works.
- Describe the **shapes** used in the two art works.



- Are there any related or **complementary colours** used? Explain them.

Criteria	Yes/No	Suggestion
1. Is the picture of an art work cut?		
2. Is the own art work drawn?		
3. Is there any texture in both art works?		
4. Are there lines in both art works?		
5. Are there shapes in both art works?		
6. Are there any related or complementary colours used?		

GRADE 6

Collect many pictures of buildings / architecture as you can and answer the following questions:

- Describe your building / architecture.

- Describe the texture used.
- Describe the lines used.
- Describe the shapes used.
- Are there any monochromatic colours used? Explain them.

Criteria	Yes/No	Suggestion

FORMAL ASSESSMENT

VISUAL ARTS TERM 1

1. Is the picture of the building collected?
2. Is the texture of the picture described?
3. Are the lines of the picture described?
4. Are the shapes of the picture described?
5. Are there any monochromatic colours used?



FORMAL ASSESSMENT EXAMPLER

GRADE: 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T 1: Create in 2D

TYPE OF ASSESSMENT: Drawing

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on drawing
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 4

1. Observe and discuss visual stimuli in photographs and real objects.
2. Draw a 2D and explore a variety of colour media and techniques and consider the art elements and design principles such as secondary colour and contrast respectively used in own images of self and others

RUBRIC

	0-5	6-10	11-15	16-20
Variety of media and techniques explored.				
	0-2	3-5	6-7	8-10
Use of secondary colours.				
Use of contrast				

FORMAL ASSESSMENT EXAMPLER

GRADE: 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T 1: Create in 2D

TYPE OF ASSESSMENT: Drawing

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on drawing
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 5

Draw a 2D and explore a variety of colour media and techniques as well as considering art elements and design principles and the use of complementary colours and emphasis respectively in own images of self and others in local environment.

RUBRIC

	0-5	6-10	11-15	16-20
Variety of media and techniques explored.				
	0-2	3-5	6-7	8-10
Use of complementary colours.				
Use of emphasis (focal point)				



GRADE: 6

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T 1: Create in 2D

TYPE OF ASSESSMENT: Drawing

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on drawing
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 6

Draw a 2D and explore a variety of colour media and techniques as well as considering art elements and design principles and the use of monochromatic colours and balance respectively in own images of self and others in local environment.

RUBRIC

	0-5	6-10	11-15	16-20
Variety of media and techniques explored.				
	0-2	3-5	6-7	8-10
Use of monochromatic colours.				
Use of balance				



**MULTIGRADE ANNUAL TEACHING PLAN
PERFORMING ARTS TERM 2**



Recommended texts/resources for all topics for the term.	<p>Recommended texts/resources for all topics for the term.</p> <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • Music may include pieces composed specifically to demonstrate the instruments of the orchestra, such as "Carnival of the Animals" by Saint-Saens, "Peter and the Wolf" by Prokofiev, "The Sorcerer's Apprentice" by Dukas, etc. • Charts and posters of musical notes/substitutes e.g. animals representing note values • Objects for making instruments: stones, cans, seeds, rice, pipes, bottles, containers, etc. • Textbook 	<p>Recommended texts/resources for all topics for the term.</p> <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music, illustrating different types of music • Charts and posters (such as music alphabet on treble stave) • Objects for use in sensory games • Textbook 	<p>Recommended texts/resources for all topics for the term.</p> <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drums and marimbas • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (such as C major scale on treble stave, etc.) • DVDs/CDs or access to live performance of two different kind of South African dances • Textbook
Topic	Topic 1: Warm up and play	Topic 1: Warm up and play	Topic 1: Warm up and play
Suggested contact time	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)
Content/concepts/skills	Content/concepts/skills • Awareness of breathing in relaxation and movement (e.g.	Content/concepts/skills • Physical warm up for co-ordination and control	Content/concepts/skills • Physical warm ups for co-ordination and control

	<p>simple sequences where each movement is on an 'in' or 'out' breath, to music or drum beat)</p> <ul style="list-style-type: none"> • Imaginative breathing exercises (such as 'painting' imaginary pictures, inspired by music, with the breath) • Rolling up and down the spine • Body part isolations in warm ups as part of an imaginative experience (e.g. waking up ritual; on a sailing ship; the market, etc.) • Directional games in general space • Creative games combining music and movement (e.g. physical movements to describe high/low notes) • Call and response games (e.g. call and response songs with movements) • Rhythm games (e.g. recall contrasting rhythm patterns, keeping a steady beat and using different timbres) 	<p>(including floor work, body part isolations, knee bends and rises)</p> <ul style="list-style-type: none"> • Vocal warm up (including breathing awareness exercises, sliding sighs, rolled consonants, using wide range of notes sliding from high to low) • Singing warm up (including South African songs in unison, canon, and call and response) • Sensory games responding to aural, oral, visual, tactile and kinesthetic stimuli • Spatial awareness games (including lunges, arm swings, transfers of weight, etc.) 	<p>(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)</p> <ul style="list-style-type: none"> • Vocal warm ups (including breath control exercises, articulation in tongue twisters, proverbs, etc.) • Singing warm ups (including traditional songs in unison, canon, two-part harmony, and/or call and response) • Spatial awareness games (including lunges, jumps, arm swings, etc.) • Cool downs (including stretches and flowing movements)
Topic	Topic 2: Improvise and create	Topic 2: Improvise and create	Topic 2: Improvise and create
Suggested contact time	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Instruments using found objects 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Movement sequences, 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Movement sequences,

	<p>(e.g. stones, cans, seeds, pipes, bottles etc.)</p> <ul style="list-style-type: none"> • Sound pictures based on themes (a thunderstorm, a train journey) using voice, body and found or made instruments (considering pitch, dynamics, tempo and rhythms). • Movement responses to sound pictures (considering levels, directions, rhythms and weights of movement) 	<p>using transfers of weight from different body parts, different kinds of jumps (with safe landings), lunges and balances</p> <ul style="list-style-type: none"> • Combinations of two or more movements with a partner using extreme energy changes and elements of force: smooth and jerky, strong and light • Melodic and rhythmic phrases (on voice, found and/or made instruments) that use repetition, call and response, and contrast 	<p>using elements of dance, including time: rhythms; space: patterning, symmetry and asymmetry; force: strong and light, jerky and smooth</p> <ul style="list-style-type: none"> • Movement sequences to develop relationships in small groups, leading with different body parts and considering eye contact and focus • Short musical pieces, structured in binary form (A B), and ternary form (A B A)
Topic	Topic 3: Read, interpret and perform	Topic 3: Read, interpret and perform	Topic 3: Read, interpret and perform
Suggested contact time	Suggested contact time: total of 3,5 hours per term	Suggested contact time: total of 3,5 hours per term	Suggested contact time: total of 3,5 hours per term
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Melodies to demonstrate difference in pitch and note values, using voice and found and natural instruments, in range of 5th (doh to soh). • Rhythmic patterns (e.g. crotchets, quavers, minims, crotchet rests, minim rests) in meter (2/4, 3/4, 4/4) using body 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Musical notation of treble clef and the letter names of notes on lines and in spaces on a treble stave and their differences in Pitch • Dance sequence exploring the movement range of each body part, 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Select a cultural dance; observe and discuss the steps and styles of the dance in recorded or live performance; rehearse the cultural dance for presentation Consider: <ul style="list-style-type: none"> -- patterns, repetition and

percussion or percussion instruments	<p>geometric concepts such as parallel, symmetry, distance, volume and mass</p> <ul style="list-style-type: none"> • Movement sentences in 4/4, using units of action: travelling, stillness and gesture (considering levels, directions and weights of movement) in pairs, using call and echo, or meeting and parting • Mime sequence using sensory detail and emotional expression, and showing weight, size and shape • 	<p>sequencing in the dance</p> <ul style="list-style-type: none"> -- musical accompaniment to the dance, focusing on rhythm -- varying use of energy such as tension/relaxation, stillness and flow, etc. -- performance area and audience arrangement -- appropriate entrances and exits • Simple rhythmic patterns on a drum or equivalent, exploring techniques such as base slap, open slap, muffle and other, to accompany selected cultural dance <p>(NOTE: Class to divide in half, some to dance, others to perform music, and then swap)</p>
Topic	Topic 4: Appreciate and reflect on	<p>Topic 4: Appreciate and reflect on</p> <p>Suggested contact time: total of 1 hour per term</p>

		research and viewing of dances)
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> The expressive qualities of melodic musical instruments in an African music piece. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low). Own and other's performances and processes using simple creative arts terminology. <p>Key terms: Spine, pitch, call and response, sound pictures, crotchet, quaver, minim, rest, stave, doh-soh, time signature, travelling, stillness/freeze, gesture, call and echo, meeting and parting.</p>	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> 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 Own and other's performances and processes using simple creative arts terminology <p>Key terms: senses, transfer of weight, jumps, balance, force, repetition, accent, call and response, lunge, parallel, symmetry, distance, volume, mass, musical genre names, stave, treble clef</p> <p>Content/concepts/skills</p> <ul style="list-style-type: none"> Two different types of dance in South Africa, considering social or cultural context, purpose and unique characteristics (such as Kwaito, Domba, Pantsula, Gumbboot, Kwassa-kwassa, Contemporary, Ballet, Indian dance). Own and other's performances and processes using simple creative arts terminology <p>Key terms: breathing, focus, canon, call and response, two-part, tongue twister, African dance genres, key moments, drumming technique</p>

**WEEKLY LESSON PLAN
PERFORMING ARTS TERM 2**

NAME OF SCHOOL	NAME OF TEACHER	DATES			
GRADE	4,5&6	DURATION	1 hr	TOPIC	T4: Appreciate and reflect on
STUDY AREA/ STREAM	PA	CONTENT	TOPIC 4		
					Grade 4: The expressive qualities of melodic musical instruments in an African music piece. Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low).

	<p>Own and other's performances and processes using simple creative arts terminology.</p> <p>Grade 5: 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.</p> <p>Own and other's performances and processes using simple creative arts terminology</p>
	<p>Grade 6: 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).</p> <p>Own and other's performances and processes using simple creative arts terminology</p>
RESOURCES	<p>Open space, found or made musical instruments, music may include pieces composed specifically to demonstrate the instruments of the orchestra, Audio equipment and audiovisuals with a range of suitable music, illustrating different types of music, DVDs/CDs or access to live performance of two different kind of South African dances Textbook, posters / charts.</p>
CONCEPTS DEVELOPMENT	<p>Grade 4: pitch, timbre, dynamics, tempo. Grade 5: repetition, accent, call and response, pitch, timbre, dynamics, tempo, musical genre names, style, instruments. Grade 6: African dance genres, repetition, accent, call and response, time, force, relationship.</p>

CLASSROOM ENVIRONMENT	Learners will be taught as a whole class.	TEACHING METHODS	Group teaching Individual work Group teaching Whole class teaching
INCLUSIVITY	Based on the learner's ability.		
TEACHING ACTIVITIES (What will the teacher do?)	GRADE 4	GRADE 5	GRADE 6
Introduction Explains all the concepts to the learners using real examples as well as the ones from the textbooks. Learners will write the meanings on the posters and paste them on the wall at their learning corners.	Learners will name examples of different genres of music and dance from what the teacher has played e.g. Kwaito, Pop, Kwassa – Kwassa etc.		



<p>The teacher will ask the learners to have consensus of choosing two common genres from the ones they listed as the whole class, and be played again.</p>	<p>Learners will classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low) and also to identify timbre (tone quality), dynamics, tempo.</p>	<p>Learners will select two 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.</p>	<p>Learners will listen and reflect on the two common African dance genres, identify whether the dances are social or cultural in context, purpose and unique characteristics, repetition, accent, call and response, time, force, and relationship.</p>
FORM ASSESSMENT	Informal / formal	TOOLS	Checklist / rubric
REFLECTION:			
HOD'S SIGNATURE:			



SCHOOL STAMP

Worksheet**Example of informal activities****Grade 4****Individually****Activity 1**

Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low) and also to identify timbre (tone quality), dynamics(soft, loud, etc) from what the teacher is playing (cell phones, laptop, DVD, CD ,radio, etc).

Name of instrument	Type of instrument	How soft or loud is the music?	How does it look like?	How is sound produced?	What pitch does the instrument have?

Grade 5**Group work****Activity 1:**

You are going to listen to two different types or genres of music. Your teacher will choose these, or ask you to bring them to class. Try to have one pop song, one blues song / one traditional song. Listen to each song, and then answer these questions in the table below:

	Song 1	Song 2
Which song has the fastest beat?		
Which song has the slowest beat?		
Are the beats 4/4, 2/4 or a waltz?		
What instrument can you hear from each song?		
Were the singers' male or female or both?		
Was the song sung by a soloist, duet or a group?		
What is the genre of each song?		
Which song is your favourite?		

Grade 6**Group work****Activity 1:**

- Watch and compare the two South African dance performances your teacher shows you.

➤ As a class, discuss and compare the performances you watched under the following headings:

- Whether the dances are social or cultural in context.
- Purpose and unique characteristics.
- Repetition, accent, call and response.
- Time, force, and relationship.

Criteria	Yes/No
1. Did you watch two different South African dance performances?	
2. Were the following observed: purpose and unique characteristics?	
3. Were the following observed: repetition, accent, call and response?	
4. Were the following observed: time, force, and relationship?	

FORMAL ASSESSMENT PERFOMING ARTS TERM 2



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

FORMAL ASSESSMENT EXAMPLER

GRADE 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 2

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T4: APPRECIATE AND REFLECT ON

TYPE OF ASSESSMENT: REFLECTION

FORM: FORMAL

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO LEARNERS:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on classification of Instruments
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

ACTIVITY

Learners will Classify several instruments as part of a family or group in terms of appearance, name, how the sound is produced and pitch (high-low) and also to identify timbre (tone quality), dynamics, tempo.

RUBRIC

CRITERIA	0-4	5-6	7-8	9-10
Name of instrument	One to two instruments named	Three instruments named	four instruments named	Five instruments named
Appearance of the instrument	None of the features of the instrument mentioned.	Few of the features of the instrument were mentioned	Most of the features of the instrument were mentioned	All of the features of the instrument were mentioned
How is sound	The sound of	The sound of	The sound of	The sound of

produced?	one to two instruments explained.	three instruments explained.	four instruments explained.	five instruments explained.
What range of pitch does the instrument have?	Range of one to two instruments is known.	Range of three instruments is known.	Range of four instruments is known.	Range of five instruments is known.

FORMAL ASSESSMENT EXAMPLER

GRADE 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 2

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T4: APPRECIATE AND REFLECT ON

TYPE OF ASSESSMENT: REFLECTION

FORM: FORMAL

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO LEARNERS:

- Follow the instructions given by your teacher.
- Read your instructions carefully and with understanding.
- Assessment will be on listening to music and answering question
- Always do a write – up to explain performance done, which will be kept in your evidence of work.
- Do a cover page for your write - up and remember to indicate your name and surname on it.

ACTIVITY

Learners will listen to two selected pieces of music representing different genres (such as Blues, Pop, Kwaito, etc) and Identify the following; the genre, style, instruments, and elements.

RUBRIC

CRITERIA		0-4	5-6	7-8	9-10
Name of instrument					
Elements	Tempo				
	Dynamics				
How different					

styles/genres are explained?

FORMAL ASSESSMENT EXAMPLER

GRADE 6

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 2

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T4: APPRECIATE AND REFLECT ON

TYPE OF ASSESSMENT: REFLECTION

FORM: FORMAL

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO LEARNERS:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on Watching a performance and answering Questions
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

From the two common African music and dance genres, learners will identify whether the dances are social or cultural in context, purpose and unique characteristics.

RUBRIC DANCE 1

CRITERIA	0-4 (level 1)	5-6 (level 2)	7-8 (level 3)	9-10 (level 4)
The context of the dance (Social or Cultural)				

the purpose of the dance				
Form of the dance				
Elements of dance identified.				

RUBRIC

DANCE 2

CRITERIA	0-4 (level 1)	5-6 (level 2)	7-8 (level 3)	9-10 (level 4)
The context of the dance (Social or Cultural)				
the purpose of the dance				
Form of the dance				
Elements of dance identified.				

Total = $80 \div 2$

MULTIGRADE ANNUAL TEACHING PLAN

VISUAL ARTS TERM 2

Annual Teaching plan: Life Skills Creative Arts – **Visual Arts TERM 2**

Term 2	Grade 4	Grade 5	Grade 6
Topic	Topic 3: Visual literacy	Topic 3: Visual literacy	Topic 3: Visual literacy
Recommended texts/resources	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli
Contact time	Contact time 1 Hour	Contact time 1 Hour	Contact time 1 Hour
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli like photographs and real objects to identify and name all art elements in lettering and/or pattern-making • Observe and discuss visual stimuli like photographs and real objects to identify and name contrast and proportion in lettering and/or pattern-making • Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making • Apply learning to own work 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in lettering and/or pattern-making and African body adornment • Observe and discuss visual stimuli in photographs and real objects to identify and name emphasis in lettering and patternmaking and in African body adornment • Questions to deepen and extend observation of elements and design principles in lettering and/or pattern-making and African body adornment • Apply to own and others' work 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name relevant art elements in lettering and/or radiating pattern • Observe and discuss visual stimuli in photographs and real objects to identify and name balance in lettering and/or radiating patterns • Questions to deepen and extend observation of elements and design principles in lettering and/or radiating patterns • Apply, identify and personally interpret in own work

Topic	Topic 1: Create in 2D, creative lettering and/ or pattern-making	Topic 1: Create in 2D, creative lettering and/ or pattern-making	Topic 1: Create in 2D, creative lettering and/ or pattern-making
Recommended texts/resources	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none">• Drawing and/or colour media: exploring a variety of media and techniques• Art elements: line, shape, colour used in own lettering and/or pattern-making; drawing, cutting and sticking shapes in series• Design principles: contrast used in own shapes and sizes of lettering and/or pattern	Content/concepts/skills <ul style="list-style-type: none">• Drawing and/or colour media: exploring a variety of media and techniques• Art elements: Use complementary colour in own lettering and/or pattern-making as surface decoration• Design principles: use emphasis in colours, shapes and sizes of lettering and/or pattern	Content/concepts/skills <ul style="list-style-type: none">• Drawing and/or colour media: exploring a variety of media and techniques• Art elements: relevant use of art elements in own images of radiating pattern• Design principles: reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns
Topic	Topic 2: Create in 3D, mobiles or stabiles	Topic 2: Create in 3D, African body adornment	Topic 2: Create in 3D, a relief mandala/ radiating pattern
Recommended texts/resources	Recommended texts/resources Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton,	Recommended texts/resources Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton,	Recommended texts/resources Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton,

	natural objects, and any other suitable materials wood glue, etc.	natural objects, and any other suitable materials wood glue, etc.	natural objects, and any other suitable materials wood glue, etc.
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form used in own construction of mobile • Design principles: introduce proportion, e.g. the size of one form in relation to another in construction of own mobile • Spatial awareness: conscious use of space, e.g. front, back and sides of objects for mobile to be completed • Appropriate use of tools 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: use line, shape colour in own surface decoration of body adornment • Design principles: use emphasis in own work, e.g. the visual focus of the body adornment • Spatial awareness: reinforce conscious awareness of working in space, e.g. sections of body adornment could extend into space • Appropriate use of tools 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce in own construction of relief mandala/radiating pattern • Design principles: use balance in own construction of relief mandala/radiating pattern • Spatial awareness: use of shallow and deeper space in own relief construction, e.g. some areas extending further into space than others • Appropriate tidiness and sharing of space

WEEKLY LESSON PLANS

VISUAL ART TERM 2

LIFE SKILLS CREATIVE ARTS (VISUAL ARTS): WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES TERM 2

NAME OF SCHOOL	NAME OF STUDY AREA / STREAM	VISUAL ARTS	DURATION	TOPIC	DATES
			2hrs 30 mins.	T1:Creating in 2D, creative lettering and/or pattern-making T3: Visual literacy	
RESOURCES		2/3B pencils, charcoal, coloured ink, oil pastels, tempera paint, papers, pair of scissor, glue (paper glue), A3 cartridge paper, textbook with lettering & pattern making, posters			
CONTENT/ CONCEPTS/ SKILLS	Creating lettering and pattern making.	Drawing, cutting, pasting, sticking skills			
CONCEPTS DEVELOPED	Lettering the art of letter writing - Also include the graffiti concept Radiating pattern (look at the word radiate)	TEACHING METHODS	The teacher will introduce the whole lesson to all grades first there after the learners will work as a group – individually		
INCLUSIVITY		Accommodation of all three cognitive level of intelligent i.e. low, middle and high level of intelligent. Struggle learner will be given individual attention then the brilliant learner will be given more challenging work that suit his/her brain			
TEACHING ACTIVITIES (What will the teacher do?) Whole class activity	do? hours(1h40min)	LEARNING ACTIVITIES (What will the learners do?) Remaining time of two			
First 15- 20mins of the two hours	GRADE 4	GRADE 5	GRADE 6		



<ul style="list-style-type: none"> *The teacher will explain and discuss the visual literacy by reminding the learners about the elements and principles of art. Here the focus will be on line, shape, colour, contrast, balance, and emphasis. *Explain what is lettering- the art of writing using letters of alphabet *Explain the concept of pattern making and how to create a 2D art work using pattern making *Teacher may demonstrate on board with one or two examples of lettering using letters of alphabet *Teacher may also use posters which show different style of lettering or graffiti *After the whole introduction and explanation of the lesson , the teacher will ask the learners whether they do have any questions before they start working *Materials and resources will be distributed to the learners before they start working as a group while sharing resources and finally as individual 	<ul style="list-style-type: none"> *Work as a group in sharing materials and resources among themselves * Each learner will have a paper to draw letters of alphabet *Draw each letter using line drawing using free hand skill e.g. A, B, C, D, E, F, G, ... *Once all done with lettering doing all letters of alphabet up to Z, each learner must write his/her name using creative lettering * each person will be allowed to use any style of writing looking from textbook as a resource * more practice will be given to individuals to perfect the skill of lettering 	<ul style="list-style-type: none"> *Working as a group in sharing materials and resources among themselves including A3 cartridge paper *Using 2/3B pencil draw different shapes of different sizes with radiate feeling *Those shapes will be coloured using radiating feeling of appearance *Cut those shapes and stick/glue on A3 cartridge paper creating a radiating feeling * Note the shapes must be glued in a pattern way *This decorative art work will be a radiating pattern making 	<ul style="list-style-type: none"> * Working as a group in sharing materials and resources among themselves * Then each learner will have to draw different shapes of different sizes, then colour them using any of the following : oil pastels, coloured ink, tempera paint, or coloured pencils * After that take a pair of scissor cut out nicely those different shapes of different sizes * There after start gluing them in orderly organise pattern on A3 cartridge paper * That pattern making must form a beautiful decorative art work which is 2D 	
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Grade 4 Learners will be assessed individually on art elements which are line, shape and colour and will be used in own lettering and pattern making. They will draw, cut and stick shapes in series.

Grade 5 Learners will draw and explore a variety of media and techniques, using art elements and complementary colours in own lettering and/or pattern-making as surface decoration.

Considering design principles learners will use emphasis in colours, shapes and sizes of lettering and pattern.

Rubric tool will be used in this work. Each grade must have its own rubric but all must have the following criteria: line, shape, colour, contrast, balance, and emphasis.
Note: Grade 4 rubric must focus on Lettering, grade 5 focus on Pattern making, grade 6 focus on Radiating pattern

	<p>Grade 6 Learners will draw and explore a variety of media and techniques using relevant art elements in own images of radiating pattern.</p>	<p>Considering design principles learners will reinforce balance in colours, shapes and sizes of own examples of lettering and/or radiating patterns</p>	<p>REFLECTION: HOD'S SIGNATURE:</p>	SCHOOL STAMP:
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INFORMAL ACTIVITIES

VISUAL ARTS TERM 2



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

Work sheet

Grade 4

Informal Activity 1: individually

1. Make your own pattern in a piece of paper.
2. Fill the whole page with your pattern.
3. Use at least four shapes, and four different colours.
4. Use letters to make art: Do this by cutting out the shapes of letters from coloured papers, and stick them onto a page.
5. Display your pattern and lettering in the class.

Checklist

Criteria	Yes/No
1. Is the own pattern drawn on a piece of paper?	
2. Is the whole page filled with the pattern?	
3. Did you use at least four shapes and at least four different colours?	
4. Did you use letters of alphabets for your pattern?	
5. Was your pattern displayed in the class?	

Grade 5

Activity 1: individually

Draw 5 different shapes and colour them in using oil pastels, coloured pens/ ink or tempera paints.

Activity 2: Individually

Cut out all the shapes using a scissor, and paste them on a paper.

Remember to paste them nicely close to each other to form an art work that will give meaning to the teacher.

Criteria	Yes/No
1. Are different shapes drawn using oil pastels, coloured pens/ ink or tempera paints?	
2. Are your shapes pasted on a paper?	
3. Does it give meaning?	

Grade 6

Activity 1: Individually

You are going to paint a mandala. Choose two colours to work with.

- Mix shade and tints of these colours.
- Draw a centric circle on your plate.
- Start from the centre and work outwards. Paint shapes, lines and patterns that you like in monochromatic colour.
- Remember that a pattern is repetitive. The same design and colour are used in a regular way.
- Make sure there is contrast in your pattern. For example, use small shapes and big shapes next to each other. You can also use letters or numbers.
- Paint your chosen object with a dark shade of your colour. Use it to print a lighter pattern in the lighter areas of your mandala.
- Try to keep your patterns balanced and radiating from the centre.

Criteria	Yes/No
1. Were the two colours chosen and mixed?	
2. Did you follow all the steps?	
3. Did you use dark colour to paint your mandala?	
4. Are the patterns balanced?	

FORMAL ASSESSMENT

VISUAL ARTS TERM 2

FORMAL ASSESSMENT EXAMPLER

GRADE: 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T1: Create in 2D

TYPE OF ASSESSMENT: *Drawing*

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on drawing
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 4

Using free hand skill in drawing, draw letters of alphabets e.g. A, B, C, D, E, F, G, etc to make different patterns and shapes considering art elements: line, shape and colour and contrast as a design principle.

RUBRIC

CRITERIA	0-2	3-5	6-7	8-10
Use of line				
Use of shape				
Use of colour				
Use of contrast				

FORMAL ASSESSMENT EXAMPLER

GRADE: 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T1: Create in 2D

TYPE OF ASSESSMENT: Drawing

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on drawing
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 5

Explore art elements and a variety of media techniques and draw different shapes of different sizes, then colour them using any of the following: oil pastels, coloured ink, tempera paint, or coloured pencils. Thereafter take a pair of scissor cut out nicely those different shapes of different sizes and start gluing them in orderly organise pattern on A3 cartridge paper.

RUBRIC

CRITERIA	0-2	3-5	6-7	8-10
Exploration of art elements and a variety of media techniques				
Drawing of different shapes of different sizes				
Colouring using oil pastels, coloured ink, tempera paint or coloured pencils				
Cutting out and gluing shapes on A3				

cartridge paper.

FORMAL ASSESSMENT EXAMPLER

GRADE: 6

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 1

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T1: Create in 2D

TYPE OF ASSESSMENT: Drawing

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on drawing and full participation
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 6

Explore art elements and a variety of media techniques and draw different shapes of different sizes with radiate feeling and colour the shapes using radiating feeling of appearance. Cut those shapes and stick/glue on A3 cartridge paper creating a radiating feeling and glue a pattern way.

RUBRIC

CRITERIA	0-2	3-5	6-7	8-10
Exploration of art elements and a variety of media techniques				
Drawing of different				



shapes of different sizes				
Colouring using oil pastels, coloured ink, tempera paint or coloured pencils				
Cutting out and gluing shapes on A3 cartridge paper.				

MULTIGRADE ANNUAL TEACHING PLAN

PERFORMING ARTS TERM 3

Annual Teaching plan: Life Skills Creative Arts – Performing Arts TERM 3

Term 3	Grade 4	Grade 5	Grade 6
Recommended texts/resources for all topics for the term.	<p>Recommended texts/resources for all topics for the term.</p> <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • Charts and posters of musical notes on stave. • Objects for sensory work including shakers, triangles, feathers, stones, sandpaper, etc. • Props such as cans, suitcases, hats, newspapers, balls and a large variety of different sized and shaped objects • Textbook 	<p>Recommended texts/resources for all topics for the term.</p> <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drum/tambourine • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (such as musical notation on a stave of a single line, and other) • DVDs or access to live performance of two different dance types • Research material on dance types • Textbook 	<p>Recommended texts/resources for all topics for the term.</p> <ul style="list-style-type: none"> • Open space • Found or made musical instruments, including drums • Audio equipment and audiovisuals with a range of suitable music • Charts and posters (e.g. middle C scale on treble clef, etc.) • South African songs from a range of cultural traditions • Resources on South African music • Textbook
Topic	Topic 1: Warm up and play	Topic 1: Warm up and play	Topic 1: Warm up and play

Suggested contact time	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)
Content/concepts/skills	<ul style="list-style-type: none"> Rolling up and down the spine and side bends Floor work, including rounding and lengthening the spine and stretching, sitting and lying down Body part isolations in warm ups as part of imaginative experience (e.g. flexing/pointing feet and hands, raising/lowering head) Concentration and focus games Sensory awareness games (including listening, seeing, touching, smelling, tasting in simple actions) Voice warm ups (e.g. humming, yawning and sighing) Call and response games (in speaking, singing and movement) Action songs (doing actions related to the specific rhythms of the song) 	<ul style="list-style-type: none"> Physical warm up for co-ordination and control (including spinal rolls, swings, floor work, body part isolations, knee bends and rises) Vocal warm up (including breathing awareness exercises, harmonizing of vowels on different notes) Singing warm up (including South African songs in unison, canon, two-part harmony, and call and response) Physical warm ups for coordination 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) Action and reaction games Cool downs (including stretches and flowing movements) 	<ul style="list-style-type: none"> Vocal warm ups (including centring the voice, humming on voiced consonants and vowels, resonance) Singing warm ups (including South African songs in unison, canon, two-part harmony and call and response) Physical warm ups for coordination 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) Action and reaction games Cool downs (including stretches and flowing movements)

Topic	Topic 2: Improvise and create	Topic 2: Improvise and create	Topic 2: Improvise and create
Suggested contact time	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term
Content/concepts/skills			
	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Characters, using props as stimulus. (Ask: “Who would use this prop? How would they use it? Why would they use it?”) <p>Consider body language, posture and gesture</p> <ul style="list-style-type: none"> Movement responses to different types of music, exploring how mood of music informs mood of movement, and vice versa 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Character ‘hot seats’ in pairs to develop roles, using appropriate language, body language and gesture <ul style="list-style-type: none"> Pair role-plays, using appropriate language, movement, facial expression and gesture <ul style="list-style-type: none"> 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 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Short dialogues, exploring conflict within a specific context (Who? What? Where? When?) <ul style="list-style-type: none"> Movement sequences exploring conflict, using movement elements (time, space, energy, etc.) and a combination of locomotor and non-locomotor movements <ul style="list-style-type: none"> Musical phrases, in pairs, using repetition, accent, call and response, and/or echo Balancing in different ways on one leg, alone and with a partner Partner skills such as copying, leading, following and mirroring Movement phrases in pairs using ‘question and answer’ and ‘meeting and parting’ <p>Music phrases exploring conflict, using voice, found or made instruments, rhythm and melody appropriately</p> <ul style="list-style-type: none"> Rhythmic patterns including the note values and rests studied, using body percussion, and any available instrument or Voice



Topic	Topic 3: Read, interpret and perform	Topic 3: Read, interpret and perform	Topic 3: Read, interpret and perform
Suggested contact time	Suggested contact time: total of 3,5 hours per term	Suggested contact time: total of 3,5 hours per term	Suggested contact time: total of 3,5 hours per term
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Building a drama from a stimulus: characters (connect to Topic 2). Develop storyline (beginning/ middle/ end), characters, space and time through mimed action Songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. Recognise melodies in range of 5th using tonic solfa (doh to soh) 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) 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution) 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: <ul style="list-style-type: none"> – dynamics, melodic and rhythmic patterns – the movement (posture, facial expression, gesture) or dance element related to the song – style and mood Musical notation of notes on lines and in spaces on a treble stave using letter names on C major scale Musical notation (note names on the lines and spaces of the treble clef) by singing notated songs and using tonic solfa Rhythmic patterns in 2/4, 3/4 and 4/4, using body percussion and/or percussion instruments.

Topic	Topic 4: Appreciate and reflect on	Topic 4: Appreciate and reflect on	Topic 4: Appreciate and reflect on
Suggested contact time	Suggested contact time: total of 1 hour per term	Suggested contact time: total of 1 hour per term	Suggested contact time: total of 1 hour in term
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Own and other's performances and processes using simple creative arts terminology (Reflection will be on Drama) <p>Key terms: tableau/x, trust, balance, canon, interludes, underscoring, focus, levels, gesture, time, space, mood, theme, storyline</p>	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Two contrasting dance performances (live or on DVD), considering the context, the purpose and the style of the selected dance <p>Key terms: treble stave, C major, role play, character, hot seat, repetition, call and response, echo, balance, leading and following, mirroring</p>	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Two different types of SA music, discussing the use of repetition and contrast and considering cultural context, lyrical content, mood and purpose of the music and dance Own and other's performances and processes using simple creative arts terminology. (combined with bullet one) <p>Key terms: action, reaction, conflict, locomotor, non-locomotor, canon, round, two-part, centring, music types, repetition, musical alphabet, lyrics, rhythm, melody</p>



WEEKLY LESSON PLAN

PERFORMING ARTS TERM 3



LIFE SKILLS: CREATIVE ARTS WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES TERM 3

NAME OF SCHOOL	NAME OF TEACHER	DATES	
STUDY AREA	P. A.	DURATION 3hrs (3 weeks)	TOPIC
CONTENT	GRADE 4: • Building a drama from a stimulus: characters (connect to Topic 2). Develop storyline (beginning/ middle/ end), characters, space and time through mimed action • Songs to improve ability to sing in tune. Relate character of the chosen songs to suit characters in the drama. Recognise melodies in range of 5th using tonic solfa (doh to soh) • 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)	Grade 4 - 6:T1: Warm up and play T3: Read, interpret and perform	GRADE 5: Group role-play using characters created in Topic 2 (considering characterisation, interaction, conflict and resolution)
METHODOLOGY	Whole class teaching Group work Individual work	GRADE 6: Songs from at least two cultural traditions of South Africa in unison, canon, round or two-part harmony. Consider: – dynamics, melodic and rhythmic patterns – the movement (posture, facial expression, gesture) or dance element related to the song – style and mood	RESOURCES
RESOURCES	Open Space, Chalkboard, Charts, Textbooks, Magazines and Newspapers, Posters.		

CONCEPTS DEVELOPMENT	tableau/x, trust, balance, canon, interludes, underscoring, focus, levels, gesture, time, space, mood, theme, storyline, character, hot seat, repetition, call and response, echo, balance, leading and following, mirroring, role – play, action, reaction, conflict, locomotor, non-locomotor, canon, round, two-part, centring, dance elements, mood, vocal and physical warm up, rolling up the spine, bends.	INCLUSIVITY	(Based on your learners' ability).
WHOLE CLASS ACTIVITY	Introduction	TEACHING ACTIVITIES	<ul style="list-style-type: none"> - Teacher explains and discusses above concepts with learners. <p>Instructions: Ask learners to:</p> <ul style="list-style-type: none"> • Give / demonstrate examples to the concepts. • Paste the meaning of concepts on the / wall flip charts at their learning corners.
NOTE TO TEACHER	16.DECIDE WITH THE GROUP ON THE NOISE LEVEL, IS IT GOING TO BE:		<p>Silent working Buzz session Classroom talk</p> <ul style="list-style-type: none"> • The teacher should indicate to learners to spend week 1 for planning, week 2 for practise and week 3 for performing.
METHODOLOGY	GRADE 4	GRADE 5	GRADE 6
			<p>Learners are to perform a warm up exercise related to drama (e.g. vocal: breathing, harmonising vowels and physical: roll up</p> <p>Learners are to perform a warm up exercise related to drama (e.g. vocal: breathing, harmonising vowels and physical: roll up</p> <p>Learners are to perform a warm up exercise related to drama (e.g. vocal: breathing, harmonising vowels and physical: roll up</p>

	<p>and down the spine, bends) as well as a cool down exercise after their performance.</p> <ul style="list-style-type: none"> The teacher explains to learners the importance of building a drama from stimulus: through characterization, storyline (beginning, middle and end), space and time through mimed action. 	<p>and down the spine, bends) as well as a cool down exercise after their performance.</p> <p>The teacher explains the importance of creating and improvising (e.g. a tableau group, pair role – plays. Creating characters by using hot seats, group role play using characterization interaction, conflict and resolution. Learners are to practice an activity on balancing, copying, leading, following and mirroring</p>	<p>down exercise after their performance.</p> <ul style="list-style-type: none"> The teacher explains with examples and demonstrations how to read, interpret and perform songs from cultural tradition of South Africa sung in unison, canon, round or two part harmony, considering: <ul style="list-style-type: none"> -- dynamics, melodic and rhythmic patterns -- the movement (posture, facial expression, gesture) or dance element related to the song -- style and mood
	<ul style="list-style-type: none"> The learners will practise and rehearse their own improvised mime drama and sound picture. 	<ul style="list-style-type: none"> Learners will practise the pair role – plays, creating characters and by using hot seats, group role play using characterization interaction, conflict and resolution and 	<ul style="list-style-type: none"> Learners will practise songs from cultural tradition of South Africa sung in unison or canon, round or two part harmony, considering: <ul style="list-style-type: none"> -- dynamics, melodic and rhythmic patterns, the movement (posture, facial expression, gesture) or dance element related to the song
ACTIVITY (Informal / Formal)			



	<p>to practice an activity on balancing, copying, leading, following and mirroring.</p>	<ul style="list-style-type: none"> - style and mood
ASSESSMENT (Formal)	<ul style="list-style-type: none"> - Learners will perform and reflect their mimed drama and sound picture to the class. 	<ul style="list-style-type: none"> - Learners will perform the pair role – plays, creating characters and by using hot seats, group role play using characterization interaction, conflict and resolution and to practice an activity on balancing, copying, leading, following and mirroring. - Learners perform songs from cultural tradition of South Africa sung in unison or canon, round or two part harmony, considering: <ul style="list-style-type: none"> - dynamics, melodic and rhythmic patterns, the movement (posture, facial expression, gesture) or dance element related to the song -- style and mood
		HOD's Signature



INFORMAL ACTIVITIES PERFORMING ARTS TERM 3



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

WORKSHEET

Example of informal activities

GRADE 4

Group work

Informal Activity 1:

- In a group, discuss your characters with each other.
- Create a short drama using different characters.
- Perform your drama using movement, facial expression and props, without using sound.

Activity 2:

Group work

- Create a sound picture of an African rain using body percussion with made / found / traditional instruments.
- Your sound picture must have the beginning, the middle and the end.

Criteria	Yes/No	Suggestions
1. Were the different characters easily identified?		
2. Were facial expression and props used without using sound?		
3. Was sound picture of an African rain using body percussion with made / found / traditional instruments created?		
4. Does your sound picture have the beginning, the middle and the end?		

GRADE 5

Activity 1: working in pairs

- Listen to a song that uses call and response.
- Learn the chorus and sing it.
- Now create your own call and response chorus in pairs. Each person must role play the main singer in the song.

Activity 2:

Pairs

- One of you is partner A and the other is partner B.

- Face each other. Partner A is the mirror, and partner B is the person looking at the mirror.
- Partner A must now make slow movements and partner B must copy these movements exactly.
- Swap roles.

**Activity 3:
Partners**

- Work with a partner. Create your own special machine with your bodies. Make sure your machine works by using as many body parts as possible for different working components of your machine.
- After creating a machine, one of you must be the inventor, and the other one must be a journalist.
- The journalist can ask the inventor questions about the machine such as:

What is the purpose of this machine?

How does the machine work/how long have you been working on creating the machine?

What problems did you encounter when creating this machine?

Activity 4:

Group role – play

- Use your character to create a new role – play.
- Make sure there is a conflict and resolution in the interactions between characters.
- Perform your role – play.

Checklist

Criteria	Yes/No	Suggestions
1. Did you use your character to create a new role – play		
2. Is there a conflict and resolution in the interactions between characters?		
3. Did you perform your role – play.		

**GRADE 6
Activity 1:**



Individually

Listen to any two types of South African songs and answer the following questions:

- How many times is a phrase repeated in a song?
- What were the differences in mood and style in this song?
- Why is repetition used in a song?
- What was the purpose of each song?
- What are the dynamics in these songs?
- What rhythmic patterns did you depict from these songs?
- What music elements are reflected in these songs?

FORMAL ASSESSMENT PERFORMING ARTS TERM 3



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

FORMAL ASSESSMENT EXAMPLER

GRADE: 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 3

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T3: Read, interpret and perform

TYPE OF ASSESSMENT: PERFORMANCE

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on performance and full participation
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 4

Develop/ build a storyline (beginning, middle and end) and characters from stimulus considering time and space and perform the mimed action

RUBRIC

CRITERIA	0-4	5-6	7-8	9-10
Building of the storyline				
Building of characters				
Time and space consideration				
Mimed action performance				

FORMAL ASSESSMENT EXAMPLER

GRADE: 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 3

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T3: Read, interpret and perform

TYPE OF ASSESSMENT: PERFORMANCE

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on performance and full participation
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 5

Perform a group role-play considering the following criteria :

1. characterization
2. interaction.
3. conflict and resolution.

RUBRIC

CRITERIA	0-4	5-6	7-8	9-10
Characterisation: Who? How? When?				
Interaction				
	0-8	9-12	13-16	17-20
Conflict and resolution				



FORMAL ASSESSMENT EXAMPLER

GRADE: 6

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 3

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T3: Read, interpret and perform

TYPE OF ASSESSMENT: PERFORMANCE

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on performance and full participation
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 6

Perform songs from two cultural traditions of South Africa. The songs may be in unison, canon, round or two-part harmony considering the following; dynamics, melodic and rhythmic patterns, the movement (posture, facial expression, gesture) or dance element related to the style and mood

RUBRIC

CRITERIA	0-4	5-6	7-8	9-10
Consideration of dynamics				
Consideration of melodic and rhythmic patterns				
	0-8	9-12	13-16	17-20
Consideration of the movement (posture, facial expression, gesture) or dance element related to the style and mood.				

MULTIGRADE ANNUAL TEACHING PLAN

VISUAL ARTS TERM 3

Annual Teaching plan: Life Skills Creative Arts – **Visual Arts TERM 3**



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

Term 3 Topic	Grade 4 Topic 3: Visual literacy	Grade 5 Topic 3: Visual literacy	Grade 6 Topic 3: Visual literacy
Recommended texts/resources	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli
Contact time	Contact time 1 Hour	Contact time 1 Hour	Contact time 1 Hour
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> 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 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 Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name emphasis in images of reptiles, insects, etc. Apply learning to own work 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images Questions to deepen and extend observation of elements and design principles in images of reptiles, insects, etc. Apply to own and others' work 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name all art elements in images relating to own practical work Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name balance in images Questions to deepen and extend observation of elements and design principles in images of reptiles, insects, etc. Apply, identify and personally interpret in own work
Topic	Topic 1: Create in 2D, wild or domestic animals and their etc.	Topic 1: Create in 2D, reptiles, insects, etc.	Topic 1: Create in 2D, images of people and/

	environment	in their environment	or objects
Recommended texts/resources	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none">• Drawing and/or colour media: exploring a variety of media and techniques• Art elements: use related colour in own images of wild or domestic animals• Design principles: reinforce use of contrast and proportion through own images of wild or domestic animals	Content/concepts/skills <ul style="list-style-type: none">• Drawing and/or colour media: exploring a variety of media and techniques• Art elements: reinforce relevant art elements through use in own images of reptiles, insects, etc.• Design principles: reinforce design principle emphasis through use in own images of reptiles, insects, etc.	Content/concepts/skills <ul style="list-style-type: none">• Drawing and/or colour media: exploring a variety of media and techniques• Art elements: reinforce relevant art elements through use in own observed images of portraits, shells, shoes, etc.• Design principles: reinforce design principle emphasis through use in own observed images of portraits, shells, shoes, etc.
Topic	Topic 2: Create in 3D, wild or domestic Animals	Topic 2: Create in 3D, reptiles, insects, etc.	Topic 2: Create in 3D, modelling images
Recommended texts/resources	Recommended texts/resources Earthenware clay	Recommended texts/resources Earthenware clay	Recommended texts/resources Earthenware clay
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none">• Skills and techniques:	Content/concepts/skills <ul style="list-style-type: none">• Skills and techniques:	Content/concepts/skills <ul style="list-style-type: none">• Skills and techniques:

	<p>earthenware clay</p> <ul style="list-style-type: none"> • Art elements: texture, shape/form reinforced through own modelling of wild or domestic animals • Design principles: reinforce conscious use and naming of contrast and proportion in own models of wild or domestic animals • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides • Appropriate use of tools 	<p>earthenware clay</p> <ul style="list-style-type: none"> • Art elements: reinforce texture, shape/form through modelling own reptiles, insects, etc. • Design principles: reinforce emphasis through use in own models of reptiles, insects, etc. • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate use of tools 	<p>earthenware clay</p> <ul style="list-style-type: none"> • Art elements: reinforce texture, shape/form through use in own observed models • Design principles: reinforce balance through use in own observed models • Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate tidiness and sharing of space
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WEEKLY LESSON PLAN

VISUAL ARTS TERM 3

LIFE SKILLS (VISUAL ARTS) MULTI GRADE TERM 3



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

STUDY AREA	V. A.	DURATION	2h30 mins. (5 weeks)	TOPIC	Grade 4 - 6:T3 VISUAL LITERACY T2 CREATE IN 3D
METHODOLOGY					Whole class teaching Group work
RESOURCES					Space, Chalkboard, Charts, Textbooks, Magazines and Newspapers, Posters.
CONCEPTS DEVELOPMENT				Sculpture, models, art elements, design principles, earthenware clay	
INCLUSIVITY				(Based on your learners' ability).	
TEACHING ACTIVITIES					
WHOLE CLASS ACTIVITY				Teacher will explain and discuss the following concepts with learners; Sculpture, models, art elements (texture, shape/form), design principles (contrast, emphasis, proportion and balance) earthenware clay. All this discussion will be done observing art work and real objects. Learners will have to identify discussed elements and designed principles to show their understanding of the concepts.	
Introduction				Instructions: Ask learners to: Give examples to the concepts. Paste pictures / meaning of concepts on the / wall flip charts at their learning corners.	
NOTE TO TEACHER				1. DECIDE WITH THE GROUP ON THE NOISE LEVEL, IS IT GOING TO BE: Silent working or Classroom talk 2. The teacher must ensure that all relevant materials are available	
GRADE 4		GRADE 5	GRADE 6		
METHODOLOGY	The teacher will display images and real objects of	The teacher will display images and real objects	The teacher will display images and real objects of		

	wild and domestic animals for the discussion of art elements (texture, shape/ form) and design principles(contrast and proportion).	wild and domestic animals for the discussion of art elements (texture, shape/ form) and design principles (balance).
ASSESSMENT (Informal/formal)	Learners will make a sculpture of a wild or domestic animal considering art elements and design principles discussed.	Learners will use earthenware clay to create in 3D of any reptile or any insect considering art elements and design principles discussed. Learners will use earthenware clay to model 3D object. The teacher will display different objects for visual stimuli and learners will choose one of the displayed object for modeling. NB: Model must be viewed from front, back and sides, parts of model can extend into space.
REFLECTION		
HOD's Signature		

SCHOOL STAMP



INFORMAL ACTIVITIES

VISUAL ARTS TERM 3

WORK SHEET

Grade 4

Informal Activity 1:

Look at the pictures of a coiled basket for a pet from your textbook and:

1. Use clay to make a coiled basket for a pet. Ask your teacher for guidance.
2. List down all the steps followed when creating this basket.
3. How will you show texture using clay?

Grade 5

Activity 1: individually

Your art work will be of an insect or a reptile

- Wedge your clay ball the way that you have been taught.
- Model or carve your figure.
- Start by making the basic shape or form.
- Then build on it by adding parts such as legs or a tongue e.t.c.
- Think about which parts you want to emphasise, such as the long legs of an insect or the big mouth of an animal.
- Add features.

Activity 2:

- When you are happy about the form, then think of the texture. (do texture by pressing or pricking with a small stick into the clay's surface).
- Move the figure around and work from all sides.

Activity 3:

- Make an environment for your art work from collected natural materials.



Grade 6

Activity 1:

Imagine that you are dancing in front of the whole class, with no cameras to shoot the dance movement. You then ask your friend to capture your dance moves as a sculpture so that you can remember the experience:

- Look carefully at your friend's pose. Is it symmetrical or asymmetrical?
- Create a realistic sculpture by using wire and clay: Remember to add details.

When you have finished with your sculpture, answer the following questions:

1. Identify where you have included deep and shallow spaces within your sculpture.
2. Name the type of balance you have included. What effect does this give the sculpture?
3. Explain what texture and detail add to the sculpture.

FORMAL ASSESSMENT

VISUAL ARTS TERM 3



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

FORMAL ASSESSMENT EXAMPLER

GRADE: 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 3

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T2: Create in 3D

TYPE OF ASSESSMENT: *Modelling*

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on modelling
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 4

Use earthenware clay and make a model of a wild or domestic animal considering art elements (texture and shape) and design principles (contrast and proportion).

RUBRIC

CRITERIA	0-2	3-5	6-7	8-10
Use of clay and modelling of a wild or domestic animal.				
Considering texture and shape.				
	0-4	5-10	11-14	15-20
Considering contrast and proportion				

GRADE: 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 3

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T2: Create in 3D

TYPE OF ASSESSMENT: Modelling

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on modelling
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 5

Use earthenware clay to create in 3D of any reptile or any insect considering art elements (texture, shape) and design principles (emphasis).

RUBRIC

CRITERIA	0-4	5-10	11-14	15-20
Use of clay and modelling of a reptile or insect.				
Considering texture and shape.				
	0-2	3-5	6-7	8-10
Considering emphasis				

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 3

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T2: Create in 3D

TYPE OF ASSESSMENT: *Modelling*

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on modelling
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 6

Use earthenware clay to model 3D object. The teacher will display different objects for visual stimuli and learners will choose one of the displayed objects for modelling. Consider the art elements (texture, shape) and balance as a design principle.

RUBRIC

CRITERIA	0-4	5-10	11-14	15-20
Use of clay and modelling of a 3D object displayed.				
Considering texture and shape.				
	0-2	3-5	6-7	8-10
Considering balance				

MULTIGRADE ANNUAL TEACHING PLAN

PERFORMING ARTS TERM 4



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

Annual Teaching plan: Life Skills Creative Arts – Performing Arts TERM 4

Term 4	Grade 4	Grade 5	Grade 6
Recommended texts/resources for all topics for the term.	<p>Recommended texts/resources for all topics for the term</p> <ul style="list-style-type: none"> Open space Found or made musical instruments, including drum/tambourine Audio equipment and audiovisuals with a range of suitable music Charts and posters of musical notes, stave and tonic solfa (doh-soh) Sheet music of simple melodies/songs Blindfolds Textbook 	<p>Recommended texts/resources for all topics for the term</p> <ul style="list-style-type: none"> Open space Found or made musical instruments, including drums and marimbas Audio equipment and audiovisuals with a range of suitable music Charts and posters (such as C major scale on treble stave, etc.) DVDs/CDs or access to live performance of drama (radio, television, community, professional or classroom) Textbook 	<p>Recommended texts/resources for all topics for the term</p> <ul style="list-style-type: none"> Open space Found or made musical instruments, including drums Audio equipment and audiovisuals with a range of suitable music Resources on South African cultural rituals (including DVD material, photographs, etc.) African traditional/contemporary stories Found or recycled materials for making puppets, or already made puppets (hand/head) Textbook
Topic	Topic 1: Warm up and play	Topic 1: Warm up and play	Topic 1: Warm up and play
Suggested contact time	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)	Suggested contact time 15 minutes per class (total 2,5 hours per term)
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Posture games, exploring neutral posture and character's postures 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Physical warm ups for strength and flexibility (including spinal rolls, swings, 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> Physical warm ups for coordination and control (including spinal warm up,

	<ul style="list-style-type: none"> • Body part isolations and stretching as part of imaginative experiences • Different kinds of jumps (with soft landings) and other travelling movements • Trust and listening games (such as blindfolding and leading a partner, etc.) • Body percussion “songs” in unison and in canon • Musical games focusing on numeracy and literacy (such as number songs and rhymes) 	<ul style="list-style-type: none"> floor work and body part isolations) • Vocal warm ups (including strengthening articulation through rhymes and tongue twisters) • Singing warm ups (including South African songs in unison, and two-part harmony) • Call and response games • Group awareness games (such as creating a machine through complementary movements) • Cool downs (including stretches and flowing movements) 	<ul style="list-style-type: none"> flexibility, jumps and leaps (safe landings) from one foot to the other in different directions and patterns) • Vocal warm ups (including breathing, with chanting) • Singing warm ups (including songs in unison, canon, in two-part harmony and/or call and response) • Leading and following games • Story development games • Cool downs (including stretches and flowing movements)
Topic	Topic 2: Improvise and create	Topic 2: Improvise and create	Topic 2: Improvise and create
Suggested contact time	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term	Suggested contact time: total of 3 hours per term (with time outside of class for puppet-making)
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Mime using imaginary objects, expressing feelings and ideas through movement, gesture and facial expression • Physical shapes using gesture, posture and balance (balancing on different body parts) 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Short drama/dance improvisations, reflecting a social, cultural or environmental issue relevant to the learners 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Short story inspired by listening to a suitable piece of music and identifying the impact of the different musical elements • Movement sequences to explore aspects of the above story, using elements of dance

	<ul style="list-style-type: none"> • Group tableaux (frozen pictures) in response to locations and/or themes (considering focus and levels) • Melodies and rhythms on self-made, found or traditional instruments to enhance the mood of a tableau 	<ul style="list-style-type: none"> • 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 	<p>(time, space, weight, energy), and combinations of locomotor and non-locomotor movements</p> <p>Optional: Puppetry</p> <ul style="list-style-type: none"> • Basic hand and/or head puppets, using found or recycled materials, inspired by an African story (traditional or contemporary) <p>NOTE: Already-made puppets may also be used</p> <ul style="list-style-type: none"> • Musical signature tunes for each of the puppet characters using voice, found or made instruments <p>(Grade 6 bullets will be treated independently of grade 4 & 5)</p>
Topic	Topic 3: Read, interpret and perform	Topic 3: Read, interpret and perform	Topic 3: Read, interpret and perform
Suggested contact time	Suggested contact time: total of 3,5 hours per term	Suggested contact time: total of 3,5 hours per term	Suggested contact time: total of 3,5 hours per term
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Building a drama from a stimulus: tableaux in response to location or theme <p>Consider:</p> <ul style="list-style-type: none"> -- introducing and resolving conflict -- storyline, characters, space and time -- tableaux to start and end the 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Drama/dance presentation, reflecting a social, cultural or environmental issue relevant to the learners, and using selected <p>tableaux, movement, poetry and speaking/singing in unison or individually</p> <ul style="list-style-type: none"> • Short composition of poetry 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Select a cultural ritual or ceremony (recorded or live); observe, discuss and rehearse for presentation to the class. <p>Consider:</p> <ul style="list-style-type: none"> -- patterns, repetition and sequencing -- elements of music, dance, costume and props (if

	<p>drama</p> <ul style="list-style-type: none"> -- limited dialogue appropriate to the drama • Sound pictures using instruments (body percussion, self-made, found, traditional) to create appropriate soundtrack for the drama, including interludes (between actions) and underscoring (during action) • Songs to improve in-tune singing, related to the themes of the drama, recognising melodies in range of 5th (doh to soh) • Musical symbols of stave, minims, crotchets, quavers and respective rests in short musical phrases 	<p>and song to draw attention to social, cultural and environmental issues, to be used in above presentation</p> <ul style="list-style-type: none"> • Singing a song in two or three parts, recognising the difference between voice types (such as bass, tenor, alto, soprano) 	<p>appropriate)</p> <ul style="list-style-type: none"> -- performance area and audience arrangement -- appropriate entrances and exits Optional: Puppetry • A puppet performance, using dialogue, puppet movement and musical accompaniment. Consider characters, relationships and structure (conflict and resolution).
Topic	Topic 4: Appreciate and reflect on	Topic 4: Appreciate and reflect on	Topic 4: Appreciate and reflect on
Suggested contact time	Suggested contact time: total of 1 hour per term	Suggested contact time: total of 1 hour per term (plus outside class time for viewing of drama)	Suggested contact time: total of 1 hour per term (with time outside of class for research)
Content/concepts/skills	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Own and other's performances and processes using simple creative arts 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Own and others' performances and processes, using simple creative arts 	<p>Content/concepts/skills</p> <ul style="list-style-type: none"> • Own and other's performances and processes using simple creative arts

<p>terminology (drama & Music)</p> <p>Key terms: tableau/x, trust, balance, canon, interludes, underscoring, focus, levels, gesture, time, space, mood, theme, Storyline</p>	<p>terminology (Drama)</p> <ul style="list-style-type: none"> • A live or recorded drama (television, radio, community, professional or classroom) in terms of: -- recognising key moments in a drama -- identifying themes, ideas and moods -- discussing why particular techniques were used -- being sensitive to the social and cultural contexts <p>Key terms: tongue twisters, social, cultural, environmental, poetry, tableaux, C major, intervals, bass, tenor, alto, soprano, theme, contexts</p>



WEEKLY LESSON PLAN PERFORMING ARTS TERM 4

MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

LIFE SKILLS: CREATIVE ARTS WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES TERM 4
NAME OF _____ | NAME OF TEACHER _____ | DATES _____

SCHOOL STUDY AREA	P. A.	DURATION	1 hr	TOPIC	Grade 4 - 6:T4: Appreciate and reflect on
CONTENT	GRADE 4: Own and other's performances and processes using simple creative arts terminology (Drama) GRADE 5: Own and others' performances and processes, using simple creative arts terminology (Drama)				
	GRADE 6: Own and other's performances and processes using simple creative arts terminology (music and dance)				
METHODOLOGY				Whole class teaching Group work Individual work	
RESOURCES	Chalkboard, Charts, Textbooks, Magazines / Posters.				
CONCEPTS DEVELOPMENT	tableau/x, trust, balance, interludes, focus, levels, gesture, time, space, mood, theme, storyline, tongue twisters, social, cultural, environmental, tableaux, theme, contexts, : cultural ritual, ceremony, patterns, repetition, sequence, canon, round, two-part harmony, chants, time, space, weight, energy.				
INCLUSIVITY	(Based on your learners' ability).				
WHOLE CLASS ACTIVITY	Explains all the concepts to the learners using real examples as well as the ones from the textbooks. Learners will write the meanings on the posters and paste them on the wall at their learning corners.	Introduction		TEACHING ACTIVITIES	

The teacher will guide all the learners on the importance of appreciating and reflecting on, based on their different contents.

NOTE TO TEACHER

DECIDE WITH THE GROUP ON THE NOISE LEVEL, IS IT GOING TO BE:

Silent working

Buzz session

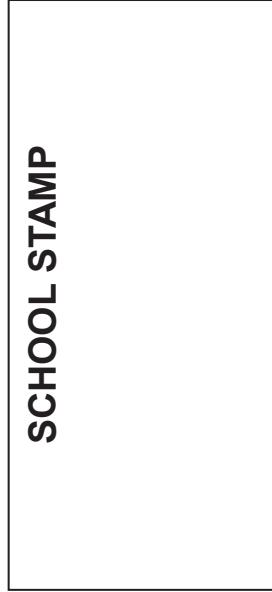
Classroom talk

The teacher must play a live recorded drama based on cultural rituals and ceremonies to the whole class.

METHODOLOGY	GRADE 4	GRADE 5	GRADE 6
	Grade 4: Learners will reflect on live recorded drama and then reflect on their own improvised mimed drama and sound picture performed in term 3.	Grade 5: Learners will reflect on live or recorded drama (television, radio, community, professional or classroom) in terms of: <ul style="list-style-type: none"> – recognising key moments in a drama – identifying themes, ideas and moods – discussing why particular techniques were used – being sensitive to the social and cultural contexts 	Grade 6: Learners will reflect on a live recorded drama based on Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence.
ACTIVITY & ASSESSMENT (Informal / Formal)	Learners will reflect orally on their mimed drama for an informal activity (a checklist will be used)	Informal: Learners will reflect orally on their live or recorded drama. (Tool: checklist) Formal: Learners will do a	Informal: Learners reflect orally on Cultural rituals and ceremonies, considering elements, including pattern, repetition



Learners will do a formal written reflection of their mimed drama. (a rubric used)	<p>written reflection on a live or recorded drama. (Tool: Rubric)</p> <p>Formal: Learners do a written reflection on Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence and reflect on their performance. (Tool: Rubric)</p>
REFLECTION	HOD's Signature



FORMAL ASSESSMENT PERFORMING ARTS TERM 4



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

FORMAL ASSESSMENT EXAMPLER

GRADE: 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 4

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T4: Appreciate and reflect on

TYPE OF ASSESSMENT: FORMAL REFLECTION

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on formal reflection of own performance
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 4

Watch and write a formal reflection of your own mimed drama guided by the following;

1. What is the drama about?
2. What dramatic elements were used in this performance?
3. Name the conflict in this drama?
4. Is the conflict resolved at the end?
5. Were the characters convincing in their characterisation?

RUBRIC

GRADE 4	MARKS
Wrote a formal reflection of their own mimed drama guided by the following;	
1. What is the drama about?	10
2. What dramatic elements were used in this performance?	10
3. Name the conflict in this drama?	5
4. Is the conflict resolved at the end?	5
5. Were the characters convincing in their characterisation?	10

FORMAL ASSESSMENT EXAMPLER

GRADE: 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 4

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T4: Appreciate and reflect on

TYPE OF ASSESSMENT: FORMAL REFLECTION

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on formal reflection of live or recorded drama
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 5

Watch and write a formal reflection on a live or recorded drama guided by the following;

1. What is the drama about?
2. What dramatic elements were used in this performance?
3. Name the conflict in this drama?
4. Is the conflict resolved at the end?
5. Were the characters convincing in their characterisation?

RUBRIC

GRADE 5	MARKS
Wrote a formal reflection on a live or recorded drama guided by the following:	
1. What is the drama about?	10
2. What dramatic elements were used in this performance?	10
3. Name the conflict in this drama?	5
4. Is the conflict resolved at the end?	5
5. Were the characters convincing in their characterisation?	10

FORMAL ASSESSMENT EXAMPLER

GRADE: 6

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 4

TOTAL: 40

STUDY AREA: P.A.

TOPIC: T4: Appreciate and reflect on

TYPE OF ASSESSMENT: *Formal Reflection*

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on formal reflection of cultural performance
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 6

Watch and write a formal reflection on Cultural rituals and ceremonies, considering elements, including pattern, repetition and sequence and reflect on their performance.

RUBRIC

GRADE 6	MARKS
Wrote a formal reflection on Cultural rituals and ceremonies, considering:	
Elements	10
Pattern	5
Repetition	5
Sequence	5
Reflect on their performance	15

MULTIGRADE ANNUAL TEACHING PLAN

VISUAL ARTS TERM 4



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

Annual Teaching plan: Life Skills Creative Arts – Visual Arts TERM 4

Term 4	Grade 4	Grade 5	Grade 6
Topic	Topic 3: Visual literacy	Topic 3: Visual literacy	Topic 3: Visual literacy
Recommended texts/resources	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli	Recommended texts/resources Textbook, visual stimuli
Contact time	Contact time 1 Hour	Contact time 1 Hour	Contact time 1 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world Questions to deepen and extend observation of elements and design principle Apply learning to own work 	Content/concepts/skills <ul style="list-style-type: none"> 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) Observe and discuss visual stimuli in photographs and real objects to identify and name examples of contrast and proportion found in images of things that fly (natural or mechanical) Questions to deepen and extend observation of elements and design principles Apply to own and others' work 	Content/concepts/skills <ul style="list-style-type: none"> Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture Questions to deepen and extend observation of elements and design principles Apply, identify and personally interpret in own work

Topic	Topic 1: Create in 2D, the natural world	Topic 1: Create in 2D, things that fly (natural or mechanical)	Topic 1: Create in 2D, buildings, architecture and the environment
Recommended texts/resources	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint	Recommended texts/resources Materials: 2/3B pencils, charcoal, coloured inks, oil pastels, tempera paint
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: reinforce secondary and related colour in own images of the natural world, including tints and shades • Design principles: reinforce use of contrast and proportion in own images of the natural world 	Content/concepts/skills <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: overview of use of appropriate art elements found in own images of things that fly (natural or mechanical) • Design principles: reinforce emphasis in own images of things that fly (natural or mechanical) 	Content/concepts/skills <ul style="list-style-type: none"> • Drawing and/or colour media: exploring a variety of media and techniques • Art elements: overview of developed use of all art elements found in own images of buildings, architecture and the environment • Design principles: reinforce relevant design principles in own images of buildings, architecture and the environment
Topic	Topic 2: Create in 3D, a kite/dream catcher/bird feeder	Topic 2: Create in 3D, things that fly	Topic 2: Create in 3D or relief, buildings, architecture and the environment
Recommended	Recommended	Recommended	Recommended

texts/resources	texts/resources Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials wood glue, etc.	texts/resources Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials wood glue, etc.	texts/resources Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials wood glue, etc.
Contact time	Contact time 2 Hour	Contact time 2 Hour	Contact time 2 Hour
Content/concepts/skills	Content/concepts/skills <ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: texture, shape/form, colour reinforced through use in own construction • Design principles: reinforce conscious use and naming of contrast and proportion in construction • Spatial awareness: reinforce conscious awareness of extending parts of models into space • Appropriate use of tools 	Content/concepts/skills <ul style="list-style-type: none"> • Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce texture, shape/form, colour reinforced through own construction of things that fly (natural or mechanical) • Design principles: reinforce contrast and proportion through use in own construction • Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate use of tools 	Content/concepts/skills <ul style="list-style-type: none"> • Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials • Art elements: reinforce relevant art elements through own construction of buildings and architecture • Design principles: reinforce relevant design principles through use in own construction • Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space • Appropriate tidiness and sharing of space

WEEKLY LESSON PLAN

VISUAL ARTS TERM 4



MULTIGRADE TOOLKIT LIFE SKILLS INTERMEDIATE PHASE

LIFE SKILLS: CREATIVE ARTS WEEKLY LESSON PLAN FOR MULTI-GRADE CLASSES TERM 4					
NAME OF SCHOOL	NAME OF TEACHER	DATES			
STUDY AREA	V. A.	DURATION	2hrs 30 mins	TOPIC	Grade 4 - 6: T3: Visual literacy T2: Create 3D
CONTENT	<p>Grade 4: T3: Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements found in the natural world</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs, artworks and real objects to identify and name examples of contrast and proportion found in the natural world Questions to deepen and extend observation of elements and design principle Apply learning to own work <p>T2: Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials</p> <ul style="list-style-type: none"> Art elements: texture, shape/form, colour reinforced through use in own construction Design principles: reinforce conscious use and naming of contrast and proportion in construction Spatial awareness: reinforce conscious awareness of extending parts of models into space Appropriate use of tools <p>Grade 5: T3: 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)</p> <ul style="list-style-type: none"> Observe and discuss visual stimuli in photographs and real objects to identify and name examples of contrast and proportion found in images of things that fly (natural or mechanical) Questions to deepen and extend observation of elements and design principles Apply to own and others' work <p>T2: Skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials that fly (natural or mechanical)</p> <ul style="list-style-type: none"> Art elements: reinforce texture, shape/form, colour reinforced through own construction of things that fly (natural or mechanical) Design principles: reinforce contrast and proportion through use in own construction Spatial awareness: reinforce conscious awareness of working in space, e.g. model to be viewed from front, back and sides, parts of model can extend into space 				

	<ul style="list-style-type: none"> Appropriate use of tools <p>Grade 6: T3: Observe visual stimuli in photographs and real objects to identify and name relevant art elements found in images of buildings and architecture</p> <ul style="list-style-type: none"> Observe visual stimuli in photographs and real objects to identify and name examples of design principles found in images of buildings and architecture Questions to deepen and extend observation of elements and design principles Apply, identify and personally interpret in own work <p>T2: Skills and techniques such as pasting, cutting, wrapping, tying, joining various recyclable materials</p> <ul style="list-style-type: none"> Art elements: reinforce relevant art elements through own construction of buildings and architecture Design principles: reinforce relevant design principles through use in own construction Spatial awareness: reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of model can extend into space Appropriate tidiness and sharing of space 		
RESOURCES	Textbook, visual stimuli, Recyclable materials: cardboard/ paper off-cuts, beads, sequins, ribbon, cotton, natural objects, and any other suitable materials wood glue, etc.		
CONCEPTS DEVELOPMENT INCLUSIVITY	Buildings, architecture, pasting, cutting, wrapping, tying, recyclable materials, reinforce, deep, shallow, space, mechanical, natural, contrast, proportion. Based on the learners needs.		
NOTE TO TEACHER	<p>DECIDE WITH THE GROUP ON THE NOISE LEVEL, IS IT GOING TO BE:</p> <p>Silent working Classroom talk</p> <p>The teacher must ensure that all relevant media is available before the learners start with the lesson.</p>		GRADE 4 <hr/> GRADE 5 <hr/> GRADE 6

	<p>Learners will observe and discuss visual stimuli in photographs, artworks and real objects to identify and name art elements, contrast and proportion found in the natural world.</p> <p>Learners will write the meanings on the posters and paste them on the wall at their learning corners.</p>	<p>Learners will observe and discuss visual stimuli in photographs and real objects to identify and name art elements, as well as examples of contrast and proportion found in images of things that fly (natural or mechanical)</p> <p>Learners will ask questions to deepen and extend observation of elements and design principle and apply learning to own work.</p> <p>Learners will demonstrate with the help of the teacher, skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials, considering art elements (texture, shape/form, colour) and design principles (contrast and proportion) reinforced through use in their own construction.</p>	<p>Learners will observe and discuss visual stimuli in photographs and real objects to identify and name relevant art elements and examples of design principles found in images of buildings and architecture</p> <p>Learners will ask questions to deepen and extend observation of elements and design principles and apply, identify and personally interpret in own work</p>	<p>Learners will demonstrate with the help of the teacher, skills and techniques like pasting, cutting, wrapping, tying, and joining various recyclable materials, considering relevant art elements and design principles reinforced through own construction of buildings and architecture</p> <p>Learners should consider spatial awareness, e.g. reinforce conscious awareness of extending parts of models into space and appropriate use of tools.</p>	<p>Learners will observe visual stimuli in photographs and real objects to identify and name relevant art elements and examples of design principles found in images of buildings and architecture</p> <p>Learners will ask questions to deepen and extend observation of elements and design principles and apply, identify and personally interpret in own work</p> <p>Learners will demonstrate with the help of the teacher, skills and techniques like pasting, cutting, wrapping, tying, and joining various recyclable materials, considering relevant art elements and design principles reinforced through own construction of buildings and architecture</p> <p>Learners should consider spatial awareness such as reinforce conscious awareness of working in deep and shallow space, e.g. model to be viewed from front, back and sides, parts of</p> <ul style="list-style-type: none"> Learners should consider spatial awareness such as reinforce conscious awareness of working in space, e.g. model
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	<p>to be viewed from front, back and sides, parts of model can extend into space, and appropriate use of tools.</p>	<p>model can extend into space and appropriate tidiness and sharing of space.</p>
ACTIVITY (Informal / Formal)	<p>Learners will create in 3D of their own construction (e.g. a kite/dream catcher/bird feeder) using their skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials, considering art elements (texture, shape/form, colour) and design principles (contrast and proportion).</p>	<p>Learners will create in 3D of their own construction of things that fly (e.g. natural: birds, flying insects or mechanical: aeroplane, helicopter) skills and techniques like pasting, cutting, wrapping, tying, and joining various recyclable materials considering relevant art elements and design principles.</p>
REFLECTION		
HOD's Signature		

SCHOOL STAMP



INFORMAL ACTIVITIES

VISUAL ATRS TERM 4

WORK SHEET

Grade 4

Activity 1:

Make a kite: individually

1. Make a frame for your kite using sticks.
2. Decorate the paper that will cover the frame. Use a symmetrical design.
3. Cover the frame carefully with your decorated paper.
4. Attach strings to make a tail and fly your kite.
5. Discuss your kite with a partner using the following checklist:

Making a kite	yes	Needs w or k	no
Can you identify art elements in your own work?			
Did you manage to make a kite by tying and joining?			
Did you make a symmetrical decoration for your kite?			

Grade 6

Activity 1: Individually

In this activity you will use a slab technique of clay modelling to make a building of clay.

- Make a list of all buildings in your community.
- Decide which one you will make.
- Discuss the architectural features you can use to make your building more interesting.
- How can you use the clay to model features like doors and windows?
- Where can you show texture on your model and how can you do this?



FORMAL ASSESSMENT

VISUAL ARTS TERM 4

FORMAL ASSESSMENT EXAMPLER

GRADE: 4

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 4

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T2: Create in 3D

TYPE OF ASSESSMENT: *Designing and Construction*

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on designing and construction
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 4

Learners will create in 3D their own construction (e.g. a kite/dream catcher/bird feeder) using their, skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials, considering art elements (texture, shape/form, colour) and design principles (contrast and proportion) .

RUBRIC

CRITERIA	0-4	5-10	11-14	15-20
Use of skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials				
	0-2	3-5	6-7	8-10
Considering art elements: texture, shape/form, colour				
Considering design principles (contrast and proportion)				

FORMAL ASSESSMENT EXAMPLER

GRADE: 5

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 4

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T2: Create in 3D

TYPE OF ASSESSMENT: Designing and Construction

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on designing and construction
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 5

Learners will create in 3D their own construction things that fly using their skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials, considering art elements (texture, shape/form, colour) and design principles (contrast and proportion) .

RUBRIC

CRITERIA	0-4	5-10	11-14	15-20
Use of skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials				
	0-2	3-5	6-7	8-10
Considering art elements: texture, shape/form, colour				
Considering design principles (contrast and proportion)				

FORMAL ASSESSMENT EXAMPLER

GRADE: 6

LIFE SKILLS: MULTI - GRADE ASSESSMENT TASKS TERM 4

TOTAL: 40

STUDY AREA: V.A.

TOPIC: T2: Create in 3D

TYPE OF ASSESSMENT: *Designing and Constructing*

MARKING GUIDE: RUBRIC

INSTRUCTIONS TO CANDIDATES:

1. Follow the instructions given by your teacher.
2. Read your instructions carefully and with understanding.
3. Assessment will be on designing and construction
4. Always do a write – up to explain performance done, which will be kept in your evidence of work.
5. Do a cover page for your write - up and remember to indicate your name and surname on it.

GRADE 6

Learners will create in 3D their own construction of buildings and architecture using their skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials, considering art elements (texture, shape/form, colour) and design principles (contrast and proportion) .

RUBRIC

CRITERIA	0-4	5-10	11-14	15-20
Use of skills and techniques like pasting, cutting, wrapping, tying, joining various recyclable materials				
	0-2	3-5	6-7	8-10
Considering art elements: texture, shape/form, colour				
Considering design principles (contrast and proportion)				

SUBJECT: LIFE SKILLS

PHASE: INTERMEDIATE